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ABSTRACT

This document consists of the first four issues of a quarterly newsletter devoted to providing assistance to refugee service provisions across the United States in regard to Engl'sh Language Training. Articles include the following: nature and national tivities of the English Language Training Technical Assistance Project (ELT/T..); profiles of the organizations acting in partnership with the project; the National Clearinghouse on English-as-a-Second-Language (ESL) Literacy Education; strategies for integrating language, employment, and culture in the ESL classroom, particularly with regard to competencies specified in Secretary's Commission on Achieving Necessary Skills (SCANS). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Compass Points: New Directions for English Language Training

Volumes 1-4
Fall 1997 - Autumn 1998

Distributed by the English Language Training Technical Assistance Project

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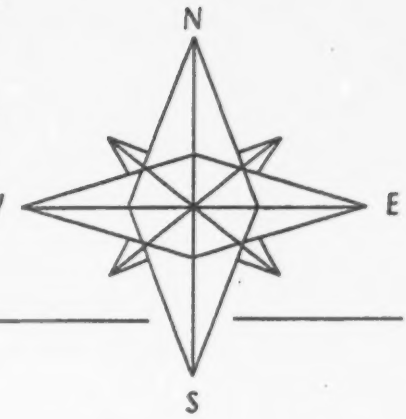
COMPASS POINTS

New Directions for English Language Training – Vol. 1, Fall 1997

Distributed by the English Language Training Technical Assistance Project through a grant from the U.S. Department of Health and Human Services, the Federal Office of Refugee Resettlement (ORR), to the Colorado Refugee Services Program (CRSP), and the Spring Institute for International Studies



MAPPING OUT ELT

Welcome to *Compass Points*, the quarterly newsletter of the English Language Training Technical Assistance (ELT/TA) Project. Over the first year of this ORR grant, we've been providing assistance to refugee service providers across the nation with questions regarding English language training. If you're new to the tour, welcome aboard. If we've worked with you this year, welcome back.

We have print materials available, as well as consultants who can handle broader needs. We also cooperate with states and regions in providing ELT workshops for refugee service providers. Get in touch with us for assistance with the following:

- Employment-related ESL
- Mental Health and Cultural Adjustment in the ESL Classroom
- Literacy
- ESL Methods and Techniques
- Performance-based Education and the Government Performance and Results Act (GPRA) accountability requirements.

See *Destinations*, page 4, for additional help which will soon be available.

ITINERARY - ON THE ROAD WITH ELT/TA

During the first year of the project, Spring Institute staff and our organizational partners have given workshops on

- English Language Training and Performance Measurement
- ESL Methods and Techniques
- ESL Pre-employability Training for Low-Level Learners
- Mental Health in the ESL Classroom.

We've made conference presentations on

- Best Practices and Model Programs
- Teaching Workplace Content
- Managing Cultural Diversity.

We've led discussion groups on

- Stress Management
- Performance Measurement and GPRA.

And given individual consultations on

- Setting up worksite ESL programs and curricula
- Doing needs assessment
- Selecting performance objectives for an ESL program
- Incorporating the workplace competencies of the Secretary's Commission on Achieving Necessary Skills (SCANS)
- and more!

And we've traveled.

WHERE WE'VE BEEN:

East
- December 1996 - ORR National Conference: Reform, Reauthorization, Results, Reality; Washington, DC
- May 22, 1997 - Pennsylvania Refugee Resettlement Program Consultation; Philadelphia, PA
- September 25-26, 1997 - Women's Leadership Conference; Washington, DC

South
- March 11-15, 1997 - TESOL International Conference; Orlando, FL
- March 17-19, 1997 - ORR Regional Technical Assistance Meeting; Miami, FL

North
- March, 1997 - Refugee Conference: Working Together Amidst Change - Meeting New Challenges of Refugee Services; Fargo, North Dakota

Central
- February 5-7, 1997 - ORR National Mental Health Conference: The Challenges in Working with Refugees; Denver, CO
- April 4, 1997 - Literacy Tutor Training; Denver, CO
- September 13, 1997 - Colorado Connections Conference: Linking Languages, Literacy, and Learning; Denver, CO

Southwest
- July 9-11, 1997 -- 1997 Regional Mental Health Conference: Crossing Cultural Bridges: Celebrating Our Differences While Uniting Our People; Houston, TX
- July 17-19, 1997 - Refugee ESL Workshop, Teaching Low-Level Learners; Austin, TX

West
- July 23-24, 1997 - ORR Regional Technical Assistance Meeting; Long Beach, CA

WHERE WE'RE GOING:

West
- October 7, 1997 - ELT Event in connection with the1997 Refugee Information Exchange Conference: Building Independence; Fresno, CA

North
- October 24, 1997 - State Conference: Mental Health and the ESL Classroom; Bethany Christian Services, Grand Rapids, MI

East
- November 12-14, 1997 - ORR National Conference; Washington, DC

Central
- May 14-16, 1998 - National Training of Trainers; Denver, CO

Southwest
- December 4-5, 1997 - Case Management Training; Austin, TX

COORDINATES

YOU CAN REACH US BY:

Phone:	(303) 494-6833
Fax:	(303) 494-3012
E-mail:	elt@csn.net
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Watch this space! Soon you can also access us at the ELT web site.

TOUR GUIDES & TRAVELING COMPANIONS

Meet the widely-experienced group of organizational partners who contribute their expertise to the ELT team of consultants.

Myrna Ann Adkins, President of the Spring Institute, provides coordination of the program as well as a special focus on mental health and cultural adjustment concerns of refugees and the implications those issues have for the ESL teacher.

Shirley Brod, ELT/TA Project Director, is a senior trainer with Spring Institute and has written and/or edited more than two dozen publications, including Crossroads, an adult ESL series; The Basic Oxford Picture Dictionary Literacy Program; and a variety of work-related and general ESL materials.

Burna Dunn, ESL Trainer/WorkStyles Manager, provides trainings of trainers on pre-employment programs and ESL. She has developed worksite and adult basic education curriculum and given prensentations at numerous conferences.

Barbara Sample, Director of Educational Services and one of the founders of the Spring Institute, has over 25 years experience in English as a second language, pre-employability skills, and cross-cultural communication training.

LynnAnn Tew is the Director of Administration for the Spring Institute. She manages the publications, national conference and web site development for Spring Institute.

The **Spring Institute for International Studies** was founded in 1979 to promote intercultural sharing and communication through work with individuals, groups, and organizations. Spring offers a variety of programs, including pre-employment services for refugees and immigrants, ESL for refugees, a business communication program for international business people, cultural diversity training, and training for ESL teachers.

Allene G. Grognet is Vice President of the Center for Applied Linguistics (CAL). She has worked with refugee populations since 1957, and has been in the field of ESL and cultural communication for the past 35 years.

Miriam Burt is the Associate Director of the National Clearinghouse for ESL Literacy Education (NCLE) at CAL in Washington, DC. She has worked with adult immigrants and refugees since 1975 as an ESL teacher, teacher trainer, curriculum writer, and program coordinator.

CAL, the Center for Applied Linguistics, is a private, non-profit institution engaged in the study of language and the application of language research to educational, cultural, and social concerns.

Laurie Bagan is Colorado's State Refugee Coordinator and **Patrick Chavez** is the ELT Grant Manager at the **Colorado Refugee Services Program (CRSP)** in Denver. Since 1979, CRSP, a Division of Colorado Department of Human Services, has coordinated Colorado's refugee program, which, through its close network of public and private agencies and seamless services design, has successfully resettled more than 25,000 refugees.

Autumn Keltner has more than 30 years experience in adult ESL, teaching, coordinating, consulting and providing technical assistance. She is currently a Senior Research Associate for **CASAS**, the **Comprehensive Adult Student Assessment System**, a widely used system for assessing English as a second language and basic skills in functional life skill and employability contexts.

Inaam Mansoor is Director of the Arlington Education and Employment Program, aka **REEP**. REEP is a multi-dimensional program, providing ESL, workplace literacy, and family literacy programming to immigrants and adults in Arlington County, Virginia. REEP program staff also use computer assisted technology to enhance ESL instruction and have recently begun to use the Internet to support both teachers and adult learners.

Diane Pecoraro is a Program Specialist at the **Minnesota Department of Children, Families, and Learning** where she currently manages a range of ESL/ABE programs, trains teachers, and establishes standards and policy for the field. She has worked with refugees since 1975. The Department was created in 1995 to increase the capacity of Minnesota communities to improve the well-being of children and families by reforming the way education options and community services are delivered.

Margaret Silver directs the English as a Second Language program for Missouri's largest refugee resettlement agency, the **International Institute of Metro St. Louis** Her special interests are in citizenship, literacy for non-literates, and recertification/job upgrading for foreign professionals.

DESTINATIONS & COMING ATTRACTIONS

HOT OFF THE PRESS:

❑ **A Performance-Based Curriculum and Outcomes**, MELT Updated for the 1990s and Beyond, Allene Grognet. A new look at MELT (Mainstream English Language Training) performance-based learner outcomes, at literacy, beginning, and intermediate levels, through SPL 5, including updated speaking/listening competencies and information on assessment/testing in performance-based ESL.

❑ **List of clearinghouses for ELT information/materials** : Miriam Burt

COMING WITHIN THE NEXT FEW MONTHS:

❑ **THE ELT WEBSITE** - a new access to technical assistance

❑ **Annotated software bibliography** : Miriam Burt

❑ **Beginning literacy competencies** and related articles on teaching non-readers : Shirley Brod, Margaret Silver, Burna Dunn

❑ **Integrating culture, language and employment in the ESL classroom**, including some application of the SCANS competencies - series of articles: Shirley Brod, Miriam Burt, Allene Grognet

❑ **Mental Health in the ESL Classroom** : booklet, Myrna Ann Adkins, Barb Sample, Allene Grognet

❑ **Pre-employability for low-level learners** and those with limited literacy : articles, Barbara Sample, Burna Dunn, Shirley Brod

❑ **Self-assessment tool for refugee service programs providing ESL** : Autumn Keltner

❑ **Techniques for working with the elderly**: article, Allene Grognet, Margaret Silver

❑ **Using the internet as a teacher resource** : article(s), Inaam Mansoor, LynnAnn Tew

❑ **Where to start in using technology in the ESL classroom** : article, Inaam Mansoor

...and in the next newsletter : **Report on Project STAR in St. Louis:** Job placement for refugees who were professionals in their countries of origin : Margaret Silver

If you would like to receive copies of these hot items, duplicate this page, check requested items, and send it with your name, organization, and address to us. (For contact, information, see **Coordinates**, page 3.) Also, let us know if you have a specific topic you would like to see addressed in a future issue of *Compass Points*.

Name: _____

Organization: _____

_____

Address: _____

_____

Telephone: _____

Fax: _____

SPRINGTIME IN THE ROCKIES!
National Training of Trainers
May 14-16, 1998
DENVER, COLORADO

Paste a big gold star on your calendar now and plan to travel to Colorado for two days of intensive training and networking.
National consultants will train you or your team to be resource people in such specific training tracks as

- *employment related ELT*
- *mental health and cultural adjustment in the ESL classroom*
- *beginning literacy and pre-employment skills for low level learners.*
- *using a self-assessment model for program improvement.*
- *performance based ELT or related areas chosen to meet your requirements.*

The conference will also provide an opportunity for states to network and to showcase their success stories of local projects and programs.

Keep an eye out for more information in the next Compass Points.

PORTS OF CALL

PROGRAMS OF NOTE AND PLACES TO GO FOR HELP

Meet NCLE, a source of ready-made answers for hundreds of questions, most of which are provided without cost.

QUESTIONS AND ANSWERS ABOUT NCLE: A GOOD RESOURCE FOR PRACTITIONERS

BY MIRIAM BURT, CENTER FOR APPLIED LINGUISTICS

Are you looking for information about how to start a workplace ESL program? Would you like suggestions on how to work with a multilevel class? Do you have a question about the pros and cons of standardized tests versus alternative assessment? Have you considered contacting NCLE?

What is NCLE?

NCLE - pronounced like the five cent coin - is the National Clearinghouse for ESL Literacy Education housed at the Center for Applied Linguistics (CAL), a non-profit organization in Washington DC. As the only national clearinghouse that focuses on literacy education for adults and out-of-school youth learning English as a second language, NCLE's mission is to provide practitioners and others with timely information on adult ESL literacy education.

How does NCLE help Practitioners?

1. *NCLE offers free publications:*
   - a) ***ERIC Digests and Q & A's*** *- two and four-page overviews of current topics such as Integrating Employment Skills into Adult ESL Instruction; Citizenship Preparation for Adult ESL Learners; Needs Assessment for Adult ESL Learners; Planning, Implementing, and Evaluating Workplace ESL Programs; and Teaching Low-Level Adult ESL Learners*
   - b) ***Minibibs*** *- annotated bibliographies of resource materials*
   - c) ***NCLE Notes*** *- a twice yearly newsletter reporting on ESL literacy news and resources.*
2. *NCLE provides information and referral on questions regarding literacy education for adults learning English.*
3. *NCLE collects, evaluates, and abstracts documents in the scope of adult ESL literacy education and native language literacy for the ERIC database.*
4. *NCLE staff facilitate an electronic listserv, NIFL-ESL, for those interested in on-line discussions about the field of adult ESL instruction.*

How can I contact NCLE?

NCLE's address is

1118 22nd St. N.W.,
Washington, DC, 20037-1214
Tel.: (202) 429-9292, extension 200
Fax: (202) 659-5641;
E-mail: ncle@cal.org

What about the World Wide Web?

Yes, NCLE does have a website. A complete publications list including books and longer papers, 50 full-text digests and Q & A's, and information about the listserv, are accessible through NCLE's home page (http://www.cal.org/ncle).

What about the RSC Clearinghouse?

Also housed at the Center for Applied Linguistics is the Refugee Service Center (RSC). RSC runs a clearinghouse to provide information for service providers working with Bosnians, Somalis, Sudanese, Iraqis, Haitians, and Cubans on refugees' cultures and linguistic backgrounds. Other materials include bilingual phrasebooks and orientation manuals in several refugee languages.

For more information:

Contact Miriam Burt, Associate Director of the National Clearinghouse for ESL Literacy Education, who can be reached at (202) 429-9292; fax: (202) 659-5641; E-mail: <miriam@cal.org>.

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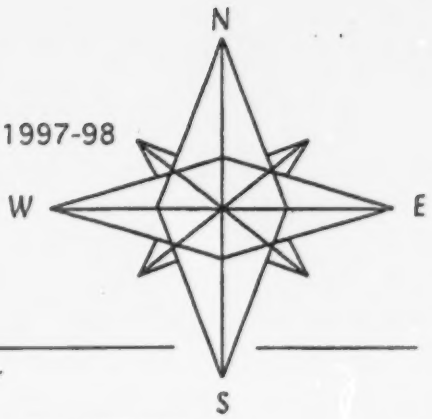
COMPASS POINTS

New Directions for English Language Training - Vol. 2, Winter 1997-98

Distributed by the English Language Training Technical Assistance Project through a grant from the U.S. Department of Health and Human Services, the Federal Office of Refugee Resettlement (ORR), to the Colorado Refugee Services Program (CRSP), and the Spring Institute for International Studies



National Training of Trainers

May 14 - 16, 1998
Metro Denver, Colorado

Want to be a star in your universe? Upgrade your skills? Become part of a resource team for your program, state, or region? Share success stories? Er oy Springtime in the Rockies?

Join us in Colorado in May for two days of intensive training for you or your team. Choose a specific training track for hands-on training by national consultants in the following areas:

- employment-related ELT - including implementing the SCANS competencies (See SCANS Plans, pp. 5-8)
- mental health and cultural adjustment in the ESL classroom
- beginning literacy and pre-employment skills for low-level learners
- using a self-assessment model for program improvement
- performance-based ELT and accountability models
- or related areas chosen to meet your requirements.

Date/Time: Thursday, May 14, 1:00 p.m - Saturday, May 16, Noon
Location: Sheraton Denver West Hotel, Lakewood, CO
Hotel fees: $96.00 single or double, $111 triple/quad, plus tax
Transportation: Airfare + $30.00 round trip shuttle from DIA
Registration: $75.00 (includes materials, coffee breaks, Thursday breakfast & lunch, and Friday breakfast)

Space is limited. Watch for conference registration forms by mail in March, and tell your associates who may not have received this newsletter.

Contact us for further information,
See Coordinates, p. 9.

Mapping Out ELT

Welcome to the second edition of *Compass Points*, the newsletter of the English Language Training Technical Assistance Project (ELT/TA), which has just completed the first quarter of the second year of providing information, training, and materials to refugee service providers across the country. Maybe we've worked with you in California, Colorado, Florida, Michigan, North Dakota, Pennsylvania, Texas, or Washington, D.C. Perhaps you've participated in workshops or trainings or received materials on the following:

- Employment-Related ESL Pre-Employability Training, and SCANS
- Mental Health and Cultural Adjustment in the ESL Classroom
- Literacy and Techniques for Working with Low-Level Learners
- ESL Methods and Techniques, Curricula and Materials
- Performance-Based ESL
- Assessment of Student Performance and Program Success.

If not, maybe we'll meet you in person on the road with ELT, or share ideas, problems and solutions by phone, fax, mail, e-mail - or on our brand new ELT Website. (For contact information, see Coordinates, p. 9.)

ELT JOINS CYBERSPACE
- NEW WEB PAGE -

Come visit us on the Internet at:

http://www.springinstitute.com

Download free ESL publications, send us email, and learn about the ELT Technical Assistance Project.

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ITINERARY–
On the Road with ELT

WHERE WE'VE BEEN:

West

• October 7, 1997 - ELT Event in connection with the 1997 Refugee Information Exchange Conference: *Building Independence;* **Fresno, CA**

Four ELT/TA consultants joined facilitator Brigitte Marshall, Consultant for the Refugee Programs Bureau of the California Department of Social Services, in a fast-paced day with a wide range of presentations. A *Panel* on welfare reform, the current employment market, and short-term, intensive, employment-focused ESL programs was followed by *Hot Topics Luncheon* discussions on issues such as project-based learning and incorporating self-esteem into pre-employability training. In *Program Profile Mini Sessions,* participants sampled seven areas of interest, from career inventories of limited English proficient students (Lisa Agao) to helping students label their own learning (Donna Price-Machado).

Three *Interactive Workshops* followed.
1. Shirley Brod and Barbara Sample, Spring Institute, Denver, looked at essential skills for non-readers and demonstrated pre-employability activities which can be used with true beginners.
2. Autumn Keltner, CASAS, and Donna Price-Machado, San Diego Community College District, focused on linking instruction, outcomes, and assessment in employment-related ESL classrooms.
3. Inaam Mansoor, REEP, Arlington, Virginia, presented a video-based program design for teaching essential communication skills for gaining and retaining jobs.

Much of the day was focused on the SCANS competencies and ESL instruction. (See pp. 5-8 for more information on SCANS, the Secretary's Commission for Achieving Necessary Skills.)

North

• October 24, 1997 - State Conference: *Mental Health Challenges for Refugees and Service Providers;* Bethany Christian Services, **Grand Rapids, MI**

Mental health and cultural adjustment are targeted areas of the ELT project, because they often affect the progress of refugees in learning English, acquiring the ability to find appropriate employment, and developing responsiveness to the entire resettlement process.

Dr. Dina Birman, a specialist on refugee mental health and a refugee from Russia, and Myrna Ann Adkins, from the ELT project, presented a workshop for service providers from across the state. Conference coordinators Laurie Tribble and others at Bethany Christian Services, which has one of the Mental Health grants from the Office of Refugee Resettlement, supported the facilitators and played the key role of bringing people together. The resulting networking enhanced relationships between Michigan providers across disciplines and promoted the establishment of linkages to benefit the shared refugee clientele.

The broad range of participants included ESL providers and an assistant superintendent of schools; employment specialists and a police officer eager to know more about the refugees he encounters; and providers addressing refugee mental health challenges through a wide variety of roles. In addition to providing information on refugee mental health and the various populations being served in Michigan, Myrna Ann and Dina facilitated discussions and fielded a range of questions on the concerns of the local providers. In breakout sessions, ESL providers focused on methodology and strategies for appropriately addressing mental health/cultural adjustment needs within the curriculum and in the safe space of the ESL classroom.

The content reflected Bethany Christian's particular interest in mental health issues facing refugees, the resources currently available, and strategies for providing quality services for refugees related to mental health and cultural adjustment.

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East
• November 12-14, 1997 - ORR National Conference, *Reform – Best Practices – Results,* **Washington, DC**

Over six hundred refugee service providers attended one of the most successful ORR conferences on record. ELT/TA presented two panels.

Developing Successful Collaborations among Service Providers - Myrna Ann Adkins, Inaam Mansoor, Allene Grognet, Diane Pecoraro, and Colorado State Refugee Coordinator Laurie Bagan discussed the process of developing successful collaboration and the advantages and disadvantages of these cooperative efforts. Specific examples which were highlighted ranged from the Colorado State program to the Refugee English Network in Northern Virginia where four counties plan and deliver collaborative ESL and job training services.

TA with ELT and Welfare Reform panel, – Performance-Based Curricula and Outcomes, ELT/TA's newly-updated Mainstream English Language Training package, was presented by Shirley Brod, who linked validating learner outcomes to the requirements of welfare reform. Miriam Burt spoke about best practices for adult ESL instruction and the assistance available to ESL programs through the Center for Applied Linguistics. Pre-employability for low-level learners was Barbara Sample's topic, drawing from her experience with Spring Institute's WorkStyles program. Margaret Silver discussed her work with Project STAR, a program at the International Institute of Metro St. Louis for recredentialing and job-upgrading for refugee professionals (See p.11).

Southwest
• December 3-4, 1997 - *Case Management and Domestic Violence Workshop,* **Austin, TX**

Service providers representing all of the major refugee groups and agencies in Texas gathered in Austin for a workshop jointly sponsored by the ELT project and the Texas State Refugee Program. Presenters Dr. Terry Moore, former State Refugee Coordinator from Utah, and Myrna Ann Adkins led participants through a variety of activities. These included discussions and case studies and provided information on a wide range of topics from providing ESL services to case management and communication challenges which confront refugees and their service providers, partners and authors. Stress management was also included on the agenda, and Gail Rice from Texas led a discussion on domestic violence. This event was conceived and managed locally by Caitriona Lyons and others from the state program. It provided an opportunity for networking among all of the agencies in an environment where people with various roles related to refugees could interact and learn from each other as well as from the presenters. Even the break times were used for discussing specific clients and other challenges faced by the providers.

The overriding theme of the workshop was the importance of working together, in consort with the refugees, to provide an holistic approach to resettlement, particularly given the challenges of welfare reform. Approximately ninety people attended this event. The enthusiasm and lively discussions among the participants were very gratifying.

WHERE WE'RE GOING:

Central
Jan. 31, *LEVELS,* a Right-To-Read Workshop; **Greeley, CO**

Northwest
March 17-21, 1998, TESOL, *Connecting Our Global Community,* **Seattle, WA**

If you're at TESOL, meet ELT/TA's Myrna Ann Adkins and Shirley Brod at their session on *Resources and assistance to help serve refugees,* Wed., March 18, 3:00-3:45, Convention Center, Room 214. See insert for presentations by ELT/TA consultants.

North
April 30-May 1, 1998, Regional Conference, *Building Bridges,* **Fargo, ND**

Central
May 14-16, 1998, ELT National Training of Trainers, **Denver, CO** (See page 1.)

June 26-27,1998, State Refugee Conference: *ESL...From Theory to Practice,* **Lincoln, NE**

East
July (29-31), Statewide Professional Development Workshop, **Arlington, VA**

Destinations & Coming Attractions

Hot off the ELT/TA Press –
Available by mail and/or from the ELT Web Site:

ELT PROGRAM SELF-REVIEW

by Autumn Keltner

What is it?
The ELT Program Self-Review (ELT PSR) is a structured self-assessment tool to assist local English language training programs in determining their areas of strength and areas which may need improvement.

Who is it for?
This planning and evaluation instrument is designed specifically for local program staff who have responsibilities for developing and implementing ELT programs for refugees.

What does it do?
The ELT PSR:

- describes critical elements (quality indicators) that exemplify implementation of effective programs
- specifies in clear terms, through scoring criteria and sample measures of those criteria, what full implementation and lesser implementation of each indicator look like
- in conjunction with *Performance-Based Curricula and Outcomes,* the updated Mainstream English Language Training (MELT) document, establishes a "common language" to facilitate communication, understanding, and goal setting among local program staff.

Why would programs use it?
Local programs can use the ELT Self-Review to:

- identify technical assistance needs
- plan and monitor progress toward meeting program accountability and performance outcome goals
- assist in developing a program plan and/or responding to requests for ELT-related proposals.

☐ ***Performance-Based Curricula and Outcomes, The Mainstream English Language Training Project (MELT)*** - Updated for the 1990's and Beyond by Allene G. Grognet and the ELT Partners.
A new look at MELT performance-based learner outcomes, at literacy, beginning, and intermediate levels through SPL 5, includes updated speaking/listening competencies and information on assessment/testing in performance-based ESL. (29 pages)

☐ ***Selected Resources for Adult ESL*** by Miriam Burt
An annotated list describes clearinghouses and centers where information and resources are available for educators working with ESL adult learners. Clearinghouses, government-sponsored centers, non-profit organizations, electronic forums (listserves), web sites, and a newsletter are included. (8 pages)

☐ ***Project STAR: Recredentialing and Job-Upgrading for Refugee Professionals*** by Margaret Silver and Barbara Adelman
See p. 11, Ports of Call, for a description of this paper. (3 pages)

☐ ***Elderly Refugees and Language Learning,*** by Allene Guss Grognet
The adjustments necessary for elderly refugees and considerations for their teachers are outlined. Topics include what we know about language learning and age, factors that can affect language learning, successful strategies with the older language learner, glimpses of some success stories, and continuing needs. (4 pages)

☐ ***Interagency Coordination and Collaboration: Steps for Success,*** checklist, by Diane Pecoraro (1 page)

☐ ***ESL Fact Sheet*** by Miriam Burt
Frequently asked questions about ESL instruction such as "How long does it take to become fluent in English?" and "What are the best methods and approaches to use with ESL learners?" are answered in this short document. (2 pages)

☐ ***SCANS Plans Portfolio*** (see pp. 5-8 and web page.) Please list specific articles or plans you want.

CONTINUE, SEE PAGE 9

SCANS Plans

Integrating Language, Employment, and Culture in the ESL Classroom

by Shirley Brod, Spring Institute for International Studies

Here's today's multiple choice test:

What is the focus in adult ESL classrooms in 1998?

___ Learning English
___ Acquiring workplace skills
___ Developing cross-cultural awareness

The answer should be, of course, all of the above.

Welfare reform and the accountability requirements of GPRA, the Government Performance and Results Act, link funding for English Language Training to learner outcomes which are employment-related and performance-based. Performance measurement is not new to refugee ESL programs. We have worked with the Mainstream English Language Training (MELT) competency-based curriculum since the early 1980's. Through the ELT/TA Project, this curriculum for survival and employment has recently been updated. (*Performance-Based Curricula and Outcomes,* ELT/TA 1997. See p. 4.)

Currently, this renewed emphasis on employment-related ESL has created growing interest in the competencies of the SCANS (Secretary's Commission on Achieving Necessary Skills). What are they? What benefits are there in using the framework for designing ESL curricula? What are the possible drawbacks? In this issue of *Compass Points,* we are introducing the ***SCANS Plans Portfolio,*** a set of articles and sample lesson plans which will, we hope, provide the answers to some of these questions and give you an opportunity to try SCANS in your own classrooms.

SCANS SKILLS - WORKPLACE KNOW-HOW

In 1991, a group of business and education leaders issued a major report (U.S. Department of Labor, 1991) which identified five workplace competencies and three foundation skills needed for solid workplace performance. The commission members assumed that all workers, native or non-native speakers of English, and at all levels of education, need to have these skills. (Grognet, 1997).

The competencies "define the know-how American students and workers need for workplace success" (U.S. Department of Labor, 1993). The competencies are necessary for solid job performance across employment categories and beyond entry-level jobs.

WORKPLACE COMPETENCIES. Effective workers can productively use:

- ***Resources:*** allocating time, money, materials, space, staff;
- ***Interpersonal Skills:*** working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- ***Information:*** acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- ***Systems:*** understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- ***Technology:*** selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION. Competence requires:

- ***Basic Skills:*** reading, writing, arithmetic and mathematics, speaking and listening;
- ***Thinking Skills:*** thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- ***Personal Qualities:*** individual responsibility, self-esteem, sociability, self-management and integrity.

In California, the push is on to infuse the SCANS into ESL classrooms. Brigitte Marshall-Mingkwan (1996) writes that SCANS has a natural affinity for effective, established ESL techniques: content-based instruction, student-centered organization, and cooperative learning, among others, along with the "affective-humanistic activities" which foster strong interpersonal skills. Job performance is more than teaching work-vocabulary. The skills to succeed on the job are important for self-sufficiency outside the workplace as well, making SCANS relevant for the learner whose goals are not employment-related.

Note that the SCANS competencies were developed for native English speakers. Grognet (U.S. Department of Labor, 1993), who states that the SCANS report is "a huge step forward in connecting schools and workplaces," points out the following:

> *Students born in the United States who are native speakers of English already have the "tools"—English language and U.S. culture—with which to learn the foundation skills and master the competencies. Language-minority students usually do not. To illustrate, learning to read and write in English assumes one speaks English and needs only to add literacy, and allocating time resources assumes that everyone has the same cultural concept and value of time.*

This highlights the added responsibility for ESL teachers in incorporating SCANS into their classrooms. We must make sure students possess the basic skills - in English - along with the cultural awareness of what is expected in the American workplace. This must be concomitant with learning to work in teams, do group problem-solving, and organize information.

SCANS: PROcess and CONtent

Many educators in California, where cooperative learning is a focus in education, utilize cooperative learning strategies to promote development of the competency areas and foundation skills called for by SCANS. They emphasize SCANS as a PROCESS, a way of organizing a class to teach students to work on teams, teach others, and negotiate. Barbara Birch (Marshall-Mingkwan, 1996) states that:

> *it is important for educators to recognize that while an obvious employment connection can be made by using work-related content material, it is the instructional methods used by the teacher and learners that get to the heart of workplace readiness and know-how. In other words, "how" tasks are performed and language is used is often as important or more important than "what" the specific language or content of the task is.*

Ann Marie Damrau and Donna Price-Machado, San Diego Community College Continuing and Adult Education, have done ground-breaking work in classroom design and structures built on SCANS. Donna presents 10 simple ways to incorporate SCANS into your own classroom. (See "SCANS: The Missing Link," pp. 7-8.)

Erik Erikson, Emily Griffith Opportunity School, Denver, looks to collaborative learning as the vehicle for preparing students for job acquisition and success. Drawing on models from Total Quality Management, the aim of student collaboration is to create a whole which is greater than the sum of its parts. By incorporating functional vocabulary and the language of negotiation into tasks, students interact in ways which mirror workplace situations. (See "Is That All There Is? Allocating time, materials and staff," p. 7)

Advocates of competency-based learning who focus on learner outcomes may draw on SCANS as a guide to workplace CONTENT, stressing the need for specific workplace information (how to write a memo, read a flow-chart, decipher a manual); functional/notional considerations (how to disagree with the boss, handle complaints, respond to criticism), and cultural understanding (knowing what an American employer expects and values in a worker.) It is still clearly SCANS, and at the same time has a strong ESL focus. Such a focus frequently produces task-based teaching materials. (See Brod, "Cooperation and Team Building," p. 7.)

Classroom projects are an excellent way to integrate a number of SCANS competencies. They may also be used effectively with classes which are not strictly job-oriented. Teachers at the International Institute of Metro St. Louis incorporated SCANS into projects related to the winter solstice. Teachers had to come up with two or three possible projects and target the language skills that they would teach within the project. The students had to work in groups, select their project, work together to solve problems, develop lists of needed materials, and then come up with a final product for display in the Front Hall of the Institute. (See Silver, "SCANS using The Winter Solstice and Divali: Asking the right

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questions below) Here's another test question: Which SCANS competencies were incorporated into these projects? (There's no answer key. Problem-solve with a colleague!)

In the excitement over innovative projects, creative processes, and myriad classroom reconfigurations, we must not lose sight of why our students are in class: to learn English. SCANS as Process, SCANS as Content, and conscious instruction in English all need to be addressed in the true integration of SCANS competencies and foundation skills. This illustrate a long-standing dictum of successful ESL educators: students have different learning modes and styles. Methods and materials which employ a variety of approaches give our students maximum opportunities to learn and succeed.

Regardless of your viewpoint, SCANS can be a valuable new tool among the old-reliable instruments in our ESL workbox.

Grognet, A.G. (1997) *Integrating Employment Skills into Adult ESL Instruction.* PAIE Q&A, Washington, D.C. National Clearinghouse for ESL Literacy Education.

Marshall, B. (1997, May). How can ESL teachers respond to welfare reform? *Learning a Living.* Sacramento, CA: Author.

Marshall-Mingkwan, B. (1996, June/July). ESL and the employment connection. *TESOL Matters.*

U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills. (1991). *What work requires of schools: A SCANS report for America 2000.* Washington, DC

U.S. Department of Labor, The Secretary's Commission on Achieving Necessary Skills. (1993). *Teaching the SCANS Competencies.* Washington, D.C.

Announcing the SCANS Plans Portfolio

The following SCANS-related articles and teaching materials are available from ELT/TA by mail and/or on the web site.

ARTICLES:

- Brigitte Marshall – "How Can ESL Teachers Respond to Welfare Reform?" from *Learning a Living*, reprinted by permission, Refugee Programs Bureau, California Department of Social Services.
- Allene Grognet – "Preparing Limited English Proficient Students for the Workplace" reprinted from *Teaching the SCANS Competencies.* While the focus here is on K-12, this article highlights the special concerns ESL teachers need to have as they incorporate the SCANS competencies into their curricula for students with limited English proficiency.
- Donna Price-Machado – "SCANS: The Missing Link: Ten easy things you can do to integrate work place basics (SCANS) into your ESL classroom", (see next page) with discussion of the use of class agendas, putting students in teams and assigning them classroom maintenance jobs, and helping students to label their learning.

LESSON PLANS for use in your own classes are available by the following:

- Erik Erikson - "Is That All There Is? Allocating time, materials and staff"; intermediate (SPL 3) with suggestions for multilevel.
- Margaret Silver - SCANS using "The Winter Solstice and Divali": asking the right questions; intermediate level.
- Shirley Brod - *Cooperating and Team Building;* intermediate level;
  Activities with Safety Picture Cards; multilevel (by mail only)
- Barbara Sample - *Application Vocabulary;* literacy level (by mail only)
  Active Listening Activities; multilevel (by mail only)

Also available by mail: ***What Work Requires of Schools, A SCANS Report for America 2000,*** U.S. Department of Labor. This government publication is out of print, but photocopies are available by mail from ELT. (31 pages plus appendices)

10 Easy Things You Can Do to Integrate Workplace Basics (SCANS) into Your ESL Classroom

by D. Price-Machado & A. Damrau

(Information in parenthesis is from the SCANS competencies.)

1. Start each class with an agenda on the board. *(Organizing, allocating time)*
2. Put students in teams and assign teams classroom maintenance jobs. *(Working in teams, sociability, individual responsibility, allocating materials)*
3. Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities. *(Monitoring performance)*
4. Teach students how to organize their classroom materials. *(Organizing, monitoring performance)*
5. Monitor students' progress with checklists and weekly tests. *(Organizing, monitoring performance)*
6. Pay attention to classroom incidents and conflicts. Develop lessons that teach the appropriate language students should use when dealing with these issues. *(Interpersonal skills, ability to reason, solve problems)*
7. Model appropriate workplace behavior. e.g. Arrive on time, come with an organized plan, dress appropriately and maintain a positive attitude. *(Understanding systems, individual responsibility, self-management, sociability, integrity, honesty)*
8. Encourage students to fix or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector. Teach the language that supports this activity. *(Trouble shooting)*
9. Designate student trainers or experts who can train new students. *(Teaching others)*
10. Encourage peer revision whenever possible, in writing or pronunciation. Teach the language used to make revisions. *(Understanding systems and individual responsibility, monitoring performance, correcting performance)*

We encourage you to submit succesful SCANS-based lessons for the SCANs Plans Portfolio

Contact ELT/TA for submission guidelines. *See Coordinates page 9.*

CONTINUED FROM PAGE 4

Software

☐ ***Prepare for Citizenship*** **- Computer software from REEP** (Arlington Education and Employment Program; funding provided by the Federal Office of Refugee resettlement in collaboration with the Virginia Department of Social Services Office at Newcomer Services and the Virginia Department of Adult Education.)

This Computer-Assisted Instruction program prepares adult learners to pass the standardized history and government test authorized by the Immigration and Naturalization Service as a requirement for U.S. citizenship.

- Practice multiple choice tests allow students to practice test-taking as they work through a text or class.
- Final tests are as much as possible like the standardized tests administered by ETS and CASAS.
- Feedback on multiple choice test performance is given immediately following each practice and final test.

Technology requirements of program:
The software requires a high density disk drive and is available for IBM compatible computers only. It runs on a minimum of 386 IBM compatible computers, a minimum of 2 Megabytes memory in the hard drive, and a minimum of 640K RAM. For your free disk, contact ELT/TA at Coordinates, above right.

To order any of the publications on pp. 4 & 9, please copy the pages, mark the appropriate boxes and mail/fax the form below to ELT, OR send us an e-mail request with your address.

Name: _____

Title _____

Organization: _____

Address: _____

_____

Telephone: _____

Fax: _____

Email: _____

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COMING THIS SPRING:

Annotated software bibliography: Miriam Burt

Using the internet as a teacher resource: article, Inaam Mansoor, LynnAnn Tew

Where to start in using technology in the ESL classroom; article, Inaam Mansoor

Mental health in the ESL classroom: booklet, Myrna Ann Adkins, Barb Sample, Allene Grognet

Community strengthening: article, Inaam Mansoor

And in the next *Compass Points* newsletter:

Beginning literacy competencies and related articles on teaching non-readers: Shirley Brod, Margaret Silver, Burna Dunn

Watch also for practical suggestions for hands-on, participatory training for elderly learners in ESL classes for citizenship and beginning literacy.

Pre-employability for low-level learners and those with limited literacy: articles, Barbara Sample, Burna Dunn, Shirley Brod

PORTS OF CALL

Programs of Note and Places to Go for Help

CASAS – Visit the CASAS Home Page!

The CASAS Home Page offers Internet users a variety of valuable information about CASAS and adult education. The following categories will help answer CASAS questions and keep you updated on new CASAS programs, projects, and materials. The CASAS Home Page address is: http://www.casas.org

The Organization
In this section you will find an overview of CASAS including its background and mission. This section also highlights CASAS key system components, frequently asked questions and how to contact us.

What's New
In this section you will find updates on new materials and information recently added to the CASAS home page. You will also find the CASAS Quarterly Newsletter to keep you updated on new CASAS developments and projects.

- *This year CASAS has added several databases and reports to its website:*
- *Extending the ladder: from CASAS to Work Keys Assessments (Executive Summary)*
- *Promising Practices, a database of successful strategies that have been implemented in ABE, ESL and ESL/Citizenship programs in California*
- *Online Action Research Database houses more than 40 action research reports. This Database is part of the Online Action Research project which provides opportunities for adult educators to become familiar with implementing, managing and creating action research.*
- *CASAS' first interactive data link (IDL) database, "Adult Literacy Estimates," is now available on the CASAS website. Adult Literacy Estimates is an Internet implementation of Stephen Reder's research estimating the literacy levels of populations in over 7,600 geographical areas. The file also includes a technical report on the adult literacy proficiency estimates, a section on frequently asked questions, and several related website and e-mail links.*

Key System Components
In this section you will find information on the CASAS Competency List, the Curriculum Materials Guide and CASAS assessment instruments, as well as how these key components are integrated to create a unique education system.

Assessment Systems, Programs & Services
This section highlights programs and projects which CASAS is involved in and the products and services available for developing an agency-specific assessment system.

Training & Professional Development
This section provides descriptions of the many types of CASAS training and professional development options available and how to obtain CASAS training.

Research & Development
As a research organization, CASAS has a variety of research reports on key local, state, and national literacy projects.

For additional information about CASAS, send e-mail to: casas@casas.org or call 1-800-255-1036.

From the International Institute of Metro St. Louis - *Project STAR: Recredentialing and Job Upgrading for Refugee Professionals,* by *Margaret Silver and Barbara Adelman*

If you work with refugees who were professionals in their countries of origin and are looking for opportunities to utilize their skills in the U.S., this article may provide helpful information. It begins with a statement of the purpose of the project:

While early employment in an entry level job responds to the federal government' s mandate to seek "self-sufficiency," it does not always provide a living wage for the refugee or the opportunity for our society to capitalize on the skills and training that some refugees bring with them. In response to this problem, staff of the International Institute of Metropolitan St. Louis, with funding through the Office of Refugee Resettlement, developed a STAR (Special Targeted Assistance for Refugees) program. The goal of STAR is to capitalize on refugees' qualifications and work experience and thus avoid the wastage of human capital. STAR is a structured approach to climbing the ladder of employment opportunities. (3 pages)

To order your free copy of Project STAR, contact ELT/TA at Coordinates, p. 9.

FREE FROM FANNIE MAE

For Prospective Home Owners

Are your learners home owners yet? Do they want to be? The Center for Applied Linguistics (CAL), in conjunction with the Fannie Mae Foundation, has developed free student worktexts and teacher manuals on homeownership education for adult ESL learners. "How to Buy a Home in the United States," by Kate Silc, includes materials to help learners develop listening, speaking, reading, and writing skills in English as they learn how to find, buy, and maintain a home. A similar curriculum for ABE learners, written by Marilyn Gillespie, is in press. This curriculum is available from New Initiative of the Fannie Mae Foundation (800) 544-9224. For more information, call the Fannie Mae Foundation, or call Toya Lynch at the Center for Applied Linguistics (202) 429-9292, ext. 206, or access CAL's web site at <http://www.cal.org /cal/html/fannie.html>.

HANDS-ON ENGLISH - (By Paid Subscription)

Hands-on English, a delightful newsletter published six times a year, is written for teachers who are "dedicated, working under sometimes difficult conditions, and looking for practical, adult materials that will help their students learn English." Subscriptions are $21 for individual rate subscribers, $28 (multi-user rate) for libraries or institutions. Contact editor Anna Silliman at *Hands-on English*, P. O. Box 256, Crete, NE 68333. 1-800-ESL-HAND. HOE has given ELT/TA permission to distribute its hints for teaching citizenship. For your free copy, contact us at Coordinates, p. 9. Free current event activities appear on the HOE web page, <http://ww.4w.com/hoe/>.

ENGLISH DIGEST - (By Paid Subscription)

Are you looking for a something for your intermediate learners to read? Something with high interest? Something that will appeal to the baker from Cuba, the housewife from Somalia, and the computer processor from Bosnia? You might just want to check out *English Digest*. *English Digest* is a high-interest, easy-reading, bi-monthly magazine for adult English language learners. Regular features and columns include such topics as the lives of succesful and (sometimes) famous immigrants, health concerns, immigration issues, jobs, beauty, national news, consumer information, etc. This magazine is published by City Family, Inc., 444 Park Avenue, South, Suite 402, New York, NY 10016. Subscription $5.95/year. $1.29 per copy. Edited for ESL learners by staff at the Center for Applied Linguistics, it is available from City Family, Inc. at the address above.

You'll also want to check out *English Digest Teacher's Tips*, written by Carol Van Duzer and Miriam Burt of the Center for Applied Linguistics and published by Delta Systems, Inc. These tips are published bi-monthly and give specific teaching suggestions for each individual issue of *English Digest*. Contact Miriam Burt for more information on both the digest and the teacher's tips: (202) 429-9292, ext. 256. To order the *Teacher's Tips*, call Delta at 800-323-8270. If you're going to TESOL this March, you can see Van Duzer and Burt giving a publishers' session on using these tips in class.

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RESERVATIONS – Share Your Successes!

Now it's your turn to introduce yourselves. As we've traveled around the country, we've heard of many outstanding programs and innovative projects. Is your state or program creating new pathways through welfare reform? Developing materials to meet developing needs? Finding new routes to emerging destinations? This space is reserved for your stories - write to us about them. We'll feature some of the programs in this newsletter, and share information about others with programs asking questions for which you've found the answers.

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POSITION OPENING

Curriculum Director. The national office of the Catholic Legal Immigration Network, Inc. (CLINIC) has an immediate opening for an experienced curriculum developer to produce ESL naturalization manuals for North African and Middle Eastern refugees. This is a six-month contractual position; continuation based upon funding renewal. The candidate must have a thorough knowledge of U.S. civics, possess a portfolio of publications, extensive curriculum writing experience, ESL teaching experience, and desktop publishing expertise. Knowledge of the Middle East and Africa are a plus. Candidate must be willing to travel. Send resume and references by March 6, 1998 to Human Resources, 401 Michigan Avenue, NE, Washington, D.C. 20017, or fax (202) 635-2649. No telephone calls. CLINIC is an equal opportunity employer, minorities and women are encouraged to apply.

ELT
Technical Assistance for
English Language Training Projects
1997-1998
Sponsored by the
Office of Refugee Resettlement

Spring Institute for International Studies
1600 Stout Street, Suite 1550
Denver, CO 80202

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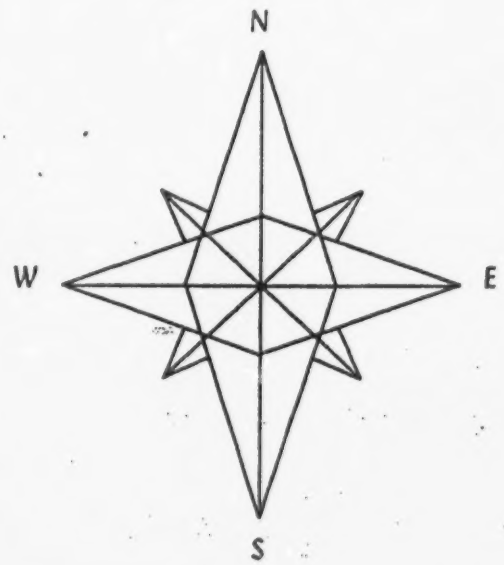
Fax: (303) 494-3012
E-Mail: elt@csn.net
Mail: Shirley Brod/ELT Project
Spring Institute
25 Barcelona Drive
Boulder, CO 80303

Watch this space! Soon you can also access us at the ELT website.



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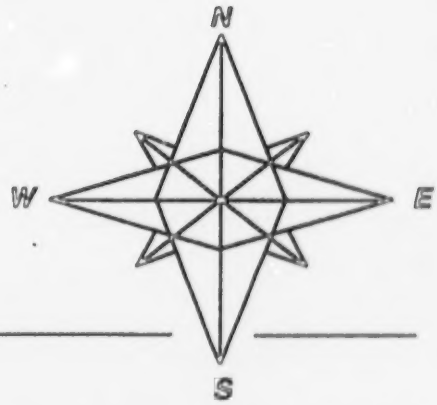
COMPASS POINTS

New Directions for English Language Training – Vol. 3, Summer 1998

Distributed by the English Language Training Technical Assistance Project through a grant from the U.S. Department of Health and Human Services, the Federal Office of Refugee Resettlement (ORR), to the Colorado Refugee Services Program (CRSP), and the Spring Institute for International Studies



MAPPING OUT ELT

Welcome to the summer edition of *Compass Points,* the newsletter of the English Language Training Technical Assistance Project (ELT/TA). For the past eighteen months, we've been here to provide help for refugee service providers across the country with information, training in regional conferences and workshops, and materials on the following topics:

- Employment-Related ESL, Pre-Employability Training, and SCANS
- Mental Health and Cultural Adjustment in the ESL Classroom
- Literacy and Techniques for Working with Low-Level Learners
- ESL Methods and Techniques, Curricula and Materials
- Performance-Based ESL
- Assessment of Student Performance and Program Success
- Citizenship and the Senior Learner
- Technology in the ESL Classroom

Contact us to share ideas, problems and solutions by phone, fax, mail, or email; or check out our ELT Website. (For contact information, see Coordinates, p. 9.)

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NATIONAL TRAINING OF TRAINERS,

May 14-16, 1998, Metro Denver, Colorado

The ELT "Spring Training" was held at the Denver Sheraton-West and was attended by fifty-three program coordinators and teachers from eighteen states. This national conference provided training to teachers, administrators, and others who were interested not only in enhancing their skills related to the cutting edge of ESL for refugees, but also in helping train others in their local areas. Each individual selected one of three tracks for focus during the conference: Employment and ESL, Literacy, or Performance-based Curricula and Outcomes. Varied presentations were made by various ELT partners on topics of crucial and current interest to the field, i.e., Technology in the Classroom, ELT Program Self-Review, and Citizenship.

The expertise and enthusiasm which participants brought to this meeting were remarkable and produced an exciting three days which allowed more in-depth discussion and reflection than often takes place at general conferences. The image of baseball spring training was used to good effect, with presenters as "coaches" and everyone experiencing "batting practice, a few hits and even some home runs." At the closing session, both participants and the coaches indicated a renewed enthusiasm to return to their programs and tackle the challenges of refugee ESL.

Employment and ESL Track: Miriam Burt, Brigitte Marshall, Diane Pecoraro, Burna Dunn

Using the opportunity / challenge of the continued emphasis on getting refugees employed in the shortest possible time, Miriam presented a review of resources available for employment ESL; Brigitte presented activities for integrating SCANS into lesson planning; Diane presented activities which mirror workplace tasks; and Burna presented activities from Spring's pre-employability program, WorkStyles.

Literacy Track: Barbara Sample, Burna Dunn, Margaret Silver

Participants from a variety of programs who have varied roles brainstormed issues, shared ideas, and developed projects using what they learned. Margaret Silver presented a framework for developing a content-based program model with measurable outcomes. The model can be used at different levels and with a variety of different contents to suit host program needs. Burna Dunn talked about pre-employment and basic literacy using Spring Institute's WorkStyles program as a source of examples. Barbara Sample addressed basic literacy issues for very beginning level students, presented pros and cons of a variety of beginning level texts, and gave out a packet of articles as literacy resource material.

Performance-Based Curricula and Outcomes Track: Autumn Keltner and Inaam Mansoor

Program coordinators from five states used the Mainstream English Language Training (MELT) document and elements of the Program Self-Review document to analyze their own programs in relationship to measures such as evaluation, learner progress, and lesson plans. Together the group presented their ideas on how to integrate the information into ESL programs and how that information could be used to communicate outcome data to a variety of audiences such as teachers, students, and funders. The tenets of this process included:

- Define performance
- Develop mutual accountability
- Build the capacity to perform and be accountable
- Design accountability technologies

FLOAT SESSIONS

Using Computer Technology in the Classroom: Inaam Mansoor and LynnAnn Tew

In recent years, technology in the classroom has been a "hot" topic for ESL teachers. The presenters discussed the latest statistics, identified a variety of ESL websites for use in the classroom, and provided a demonstration of visiting selected sites. A participant commented, "I got a lot of useful information for getting a computerized segment in our ESL program going."

Look for further discusions of Technology in the Classroom in the Fall edition of *Compass Points...*

Mental Health/Cultural Adjustment: Myrna Ann Adkins, Barbara Sample, Margaret Silver

Although few conference participants had selected Mental Health/Cultural Adjustment as their first track, there was clearly great interest. Therefore, conference participants arose very early on Friday morning to spend an hour discussing the key question of how teachers can positively impact mental health and cultural adjustment of refugees while focusing on their primary role of teaching English. A group also gathered over lunch to continue the discussions. The facilitators guided the discussion to address an overview of both the research and experience available related to refugee mental health, as well as to consider specific teaching strategies which can be related to helping refugees cope. Margaret Silver used a specific example from the International Institute to demonstrate the diverse perspectives refugees can bring to viewing any given lesson depending on their cultural backgrounds.

ESL for Citizenship: Diane Pecoraro and Margaret Silver

Given that the format and content of the new citizenship test is still unknown, presenter Diane Pecoraro chose to focus on a discussion of test-taking and learning strategies that would be useful no matter what form the test takes. She described techniques to help learners memorize content and reviewed the various test question structures that currently appear on the test. She also talked about using imagery to assist students to retain complex material. This aspect of the presentation was reinforced by Margaret Silver, who modeled techniques for teaching citizenship to elderly learners.

ELT Program Self-Review by Autumn Keltner

Autumn Keltner presented this new self-assessment tool for ELT programs. (See p. 6 for description and ordering information.) The tool helps programs assess areas such as their planning, curriculum development, professional development and collaboration. Participants said, "This (tool) made me more attentive to the essential details of my program"; "This session brought home the need for quality evaluation measures for student goal attainment."

Working with Seniors - for a report on this session, see Margaret Silver's Working With Seniors on p. 9.

PORTS OF CALL

Programs of Note and Places to Go for Help

THE REFUGEE ENGLISH NETWORK

by Inaam Mansoor and Susan Otero

For many refugees"early self-sufficiency" has often meant entry-level employment. During initial resettlement, job and ESL are compatible goals and refugees are willing and motivated to participate in both. However, as economic reality sinks in, refugees find that more than one entry-level job is required to sustain them and their families. Consequently, there is very little time left or resources available for advanced English, job training or career advancement opportunities. Once employed in these entry-level jobs, the barriers of cost, time, and scheduling of classes and training programs prohibit refugees from accessing services that can help them move ahead economically. How can these refugees and the communities in which they live be helped? The Office of Refugee Resettlement's Family and Community Strengthening Grant supported Virginia's efforts to address these problems by funding the Refugee English Network (REN).

REN is a three tiered coalition of agencies concerned with refugee services. The first tier consists of two state agencies: The Office of Newcomer Services and the Department of Adult Education. The second tier consists of the local public school adult education providers in Northern Virginia: Alexandria, Arlington, Fairfax, and Prince William. The third tier consists of other local agencies concerned with refugee issues. The mission of the Refugee English Network is to strengthen the northern Virginia community by assisting limited English proficient refugee adults in achieving their individual education and employment goals.

REN is a case study in successful partnerships. Having identified the problems that the community needed to address or have an impact on, coalition partners accepted a shared responsibility for creating solutions and were willing to devote individual commitment as well as engage in collaborative action. The state agencies partner to provide leadership, resources and administrative control over the grant. The four ESL providers in Alexandria, Arlington, Fairfax, and Prince William share resources and have created a referral network so that refugees can access services across jurisdictional boundaries and address the unmet ESL needs of each locality. Additional social service agencies and providers concerned with refugee issues bring resources to bear through referrals, information sharing and problem solving activities. All benefit from a better coordinated and articulated service delivery system.

Through the Refugee English Network, free vocational and academic training services are provided for refugees and asylees who have lived in the United States for less than 5 years, and who currently reside in one of the four Northern Virginia jurisdictions. Vocational English as A Second Language (VESL) classes offered through REN have opened up new doors to mainstream vocational training programs that are offered at more convenient schedules for the working adult.

Now in its fourth year, the REN project can claim a number of successes. It has strengthened individual refugees and their families and communities as well as the institutions that serve them.

Refugees: REN has had an immediate impact on the refugees. To date the project has served 663 refugees in ESL and vocational training. While employment is not a direct service, REN can claim that upon follow up, refugees reported 526 first time employment or upgraded employment situations since participating in the project.

Community: Refugees participating in the project have also gained the skills and confidence to help other refugees and obviously benefit the greater community as well. For example, a recently arrived refugee applied for and received funding through a small grant program given by a Housing and Urban Development project to assist newly arrived African refugees in his neighborhood. Additionally, several REN clients have been employed by or volunteer for local refugee resettlement agencies. Other

continued on page 4

Refugee English Network, continued from page 3

individuals who are making an impact on the community include an individual who volunteered at a local free clinic as well as others who volunteer at their children's schools and at local libraries. These individuals have obviously moved beyond outcomes such as improved employment as they have begun to move into areas which will impact other refugees, their families, and the refugee community at large.

Individual Institutions: By working together, each jurisdiction has been able to expand their institution's capacity to serve refugees. This has meant offering high levels of ESL in one locality, while it meant offering workplace literacy focused ESL in another. All of the institutions have benefited from the development of curricula and citizenship materials.

The Northern Virginia refugee community and its providers have benefited from the collaboration amongst agencies working in the Refugee English Network. Articulation, communication and cooperation with other agencies has allowed clients to be served in more comprehensive manner. Strengthening and expanding the capacity of the individual institutions has strengthened the system as well. The REN coalition hopes to continue to foster an environment which will allow refugees to move beyond the initial goals of early employment to become fully active participants as workers, parents, and citizens in their communities.

For more information about this project or resources, please contact Inaam Mansoor, Director, Arlington Education and Employment Program (REEP), Clarendon Education Center, 2801 Clarendon Boulevard, Suite 218, Arlington, VA 22201: (703) 228-4200

ITINERARY
On the Road with ELT

Where we've been:

West

◦ May 29, 1998 - **Fremont, CA**

Almost 200 Bay Area adult educators came together on Friday, May 29, 1998, at Fremont Adult School to consider issues around providing English language training for employment participation to refugees and immigrants. The main focus of the training day, organized by Brigitte Marshall, was the integration of SCANS competencies into English language training classes. Barbara Sample of the Spring Institute addressed the needs of low level learners and demonstrated instructional strategies that can be used to integrate SCANS competencies into classes for this population.

Northwest

◦ March 17-21, 1998 - 32nd Annual Convention and Exposition, TESOL, *Connecting Our Global Community*, **Seattle, WA.**

"Resources and Assistance to Help Serve Refugees," an update of the ELT/TA project, was presented by Myrna Ann Adkins and Shirley Brod, Spring Institute for International Studies, to fifty ELT service providers. A slide show featuring the types of help and materials available elicited questions from participants, both about accessing available services and about requesting help with additional areas of specific need.

ELT partners participated in numerous other workshops and panels:

1. Standards, quality, and accountability in adult ESOL
2. Best practices and program improvement
3. Using magazines in ESL and Spanish classes
4. Establishing a volunteer tutoring program at work sites
5. Developing lesson plans based on SCANS skills
6. The path to naturalization through citizenship preparation
7. Changes and challenges in adult ESOL
8. A promising federal initiative for adult ESL
9. Making performance accountability work for adult education
10. The Equipped for the Future system reform initiative
11. Professional recertification and job upgrading for refugees and immigrants.

For additional information on any of these topics, contact ELT/TA.

North

◦ April 30-May 1, 1998 - Regional Conference, *Building Bridges*, **Fargo, ND**

Myrna Ann Adkins, Shirley Brod, Barbara Sample, and Margaret Silver were contacted by Barry Nelson of the Lutheran Social Services Refugee Program to present the ESL track for the two-day regional conference at the Radisson Hotel. Friendly and enthusiastic refugee service providers attended from North Dakota, South Dakota, Minnesota, and Iowa, making us feel welcome as always in Fargo. ELT gave presentations on the following topics:

1. Family Literacy
2. Beginning Literacy
3. Effective Communication with Limited English Speakers
4. Stress Management for Staff
5. Cultural Adjustment and Mental Health Issues: Impact on the Classroom
6. Worksite Literacy
7. Citizenship: Curricula, Resources and Materials
8. New Initiatives collaboration
9. Classroom Techniques: Mental Health
10. Working with Elderly Learners

For more information on any of these, contact Spring Institute at (303) 863-0188 or email springinst@earthlink.net

◦ June 12-13, 1998 - *Topics in Teaching ESL/LEP Students*, Technical College, **Sioux Falls, SD**

Yvonne Lerew of Lutheran Social Services organized a workshop for seventy South Dakota teachers of early childhood education, elementary, secondary, and adult ed. The sessions were 2 hours and 15 minutes long to accommodate participants who were attending for university credit. Diane Pecoraro and Barbara Sample represented ELT, with sessions on Strategies to Improve Listening and Speaking; Pre-employability for Low Level Learners; Practical Ideas for Teaching Citizenship; and more Practical Ideas and Hands-on Experience for Multi-level Classes. The culminating activity allowed all participants to share, through rap, verse and song, what they had learned and would be using within the next week, a very creative finale which reminded us all that when learning is fun, we remember the content more easily.

Central

◦ January 31, 1998, Right to Read Conference, **Greeley, CO**

We don't know whether it was dedicated staff, the superb recruitment by Right to Read of Weld County and the Northern Colorado Literacy Resource Center, or the six kinds of homemade soup they prepared for lunch, but forty-five teachers and coordinators from northern Colorado and southern Wyoming drove miles on a snowy morning for an enthusiastically-received workshop. Shirley Brod gave a presentation on beginning ESL literacy, and Barbara Sample presented practical ideas for working with multilevel classes. Each participant went home with ideas to try with their learners during the coming week.

◦ May 14-16, 1998, *ELT National Training of Trainers*, **Denver, CO** (See page 1.)

◦ June 26-27, 1998, Regional Conference, *ESL - From Theory to Practice*, **Lincoln, NE**

Ms. Maria Diaz, Nebraska State Refugee Coordinator, invited the Spring Institute to be featured presenters at a state-wide workshop for practitioners and others working with non-English speakers. The event was sponsored by the Coordinators for Adult Literacy, the Nebraska Institute for the Study of Adult Literacy, the University of Nebraska Lincoln Programs in English as a Second Language, Nebraska Health and Human Services System, and Lincoln City Libraries.

Myrna Ann Adkins and Burna Dunn were joined by Erik Erikson, Curriculum Designer/Instructor for Emily Griffith Opportunity School in Denver.

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Topics covered included the following:

1. Collaborative Learning and English for Employment;
2. How to Incorporate SCANS into Employment Curriculum;
3. Mental Health Indicators and Strategies for ESL Classrooms;
4. Techniques for Multi-Level Classroom;
5. Technology in the Classroom;
6. How to Foster Learner Responsibility.

One participant was heard to remark, "This was so useful I would have been willing to walk from Omaha to be here." (Luckily, given the heat and tornado potential, she drove the second day.) We look forward to continued contact with conference participants as needs arise.

Where We're Going:

East:

- July 29-31, Professional Development Workshop, Virginia Institute for Lifelong Learning, **Arlington, VA**
- November 11-19, ORR Consultation, Washington, D.C.

West:

- September 24-26, National Refugee Women's Conference, San Francisco
- October 1, Merced Adult School, Merced, California
- October 14, Refugee Information Exchange Conference, Anaheim, California

South:

- September 18-19, Employment / Intensive Program Setup, Teacher Training with *Crossroads* and MELT, Houston / Dallas, Texas

Destinations & Coming Attractions

Hot off the ELT/TA press - available by mail and/or from the ELT Web Site:

FREE PUBLICATIONS

Δ ***ELT PROGRAM SELF-REVIEW*** by Autumn Keltner, 31 pages

The ELT Program Self-Review (ELT PSR) is a structured self-assessment tool to assist local English language training programs in determining their areas of strength and areas which may need improvement. The ELT PSR:

- describes critical elements (quality indicators)

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Web Page Update

Have you visited the ELT Website? <www.springinstitute.com> has been up and running since December 1997 and was redesigned to make it more user friendly in April 1998. Currently there are four area for visitors to explore:

- Program Profile (Information about the ELT Technical Assistance Project)
- Lively Links (Links to helpful ESL sites)
- Free Resources (Downloadable resources)
- Contact Us (How to connect with the ELT Project, ask questions or request information)

New articles are added to the Materials section regularly for easy downloading. To ensure that as many visitors as possible can obtain the free materials, there is an option to get free software (Acrobat Reader) to help download the PDF (Portable Document Format) files. If you are having problems accessing the site please don't hesitate to call us for assistance at (303) 863-0188.

- Clearinghouse List - Selected Resources for Adult ESL
- Elderly Refugees and Language Learning
- ESL Fact Sheet
- How Can ESL Teachers Respond to Welfare Reform?
- Interagency Coordination and Collaboration: Steps for Success
- Performance-Based Curricula and Outcomes: The Mainstream English Language Training Project (MELT) Updates for the 1990s and Beyond. Prepared by the ELT Partners.
- Project STAR (Specialized Targeted Assistance for Refugees)
- WorkStyles: Pre-employment for the Low-level English Speaker
- Compass Points: New Directions for English Language Training
  Vol. 1, Fall 1997
  Vol. 2, Winter 1998 - Available Soon!
- SCANS Plans Portfolio: Activities with Safety Picture Cards
- SCANS Plans Portfolio: Cooperating and Team Building
- SCANS: The Missing Link

NEW WITH THIS ISSUE:

The ELT/TA Literacy Portfolio

Planning instruction around student outcomes - *At the end of this lesson, students will be able to...* - has brought focus and accountability to instruction for adult learners for the last fifteen years. Strangely, what students will be able to do with what they learn has not generally been the basis of literacy instruction in ESL. Not coincidentally, the dropout level in adult ESL programs is highest in beginning literacy classes, where students frequently spend weeks learning the alphabet, rather than starting immediately to learn those things that are relevant to their lives, in a context which has meaning for them as family members, workers, and participants in the community. The ELT/TA Literacy Portfolio highlights curricula, methodology, and content which is competency-based, stresses comprehension above all, and brings learners the information they need, presented in a way that allows them to be constantly aware of their progress and skill development. For more information, see the articles on the following pages of this newsletter.

In the next issue of *Compass Points,* look for information on:

The ELT/TA Portfolio on Mental Health And Cultural Adjustment In the ESL Classroom

featuring a booklet by Myrna Ann Adkins and Dr. Dina Birman, and classroom applications by Barbara Sample

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Working With Seniors, by Margaret Silver
Sr. V.P. and Education Director, International Institute, St. Louis, MO

We need to rethink our strategies for working with the elderly because some come to class with learning skills that have been eroded by time, infirmity, limited education, limited communication skills in English, and/or a loss of confidence in their own ability to learn due to a coached dependence on younger family members.

To address these problems, the International Institute organizes classes for seniors with a tight focus and with clear and specific outcome goals. Each lesson has several small and discrete learning tasks of approximately 10-15 minutes each. At the beginning, the teacher minimizes pencil and paper tasks, focusing instead on building a learning environment in which everyone has recognition and can participate comfortably and with success. Emphasis is placed on kinesthetic learning, student to student interaction, image building and student activities (with an emphasis on ACTIVE). A SCANS approach is central to the curriculum. From the beginning, the teacher promotes individual responsibility, self-management and self-esteem. The students are encouraged to make decisions, and identify and solve problems. The students' interpersonal and information management competence is encouraged and extended as they work on teams, teach others, organize and maintain their lesson materials, and interpret and communicate information they can share.

Following are Margaret Silvers' "17 Guided Principles for Working With Seniors" on page 10.

17 Guiding Principles For Working With Seniors

1. Have several short lesson segments (of 10 - 15 minutes each) rather than one long period.
2. Have a very clearly defined information or teaching "nugget" in each lesson segment.
3. Avoid discussions. Keep the lesson focused.
4. Build "images."
5. Plan many hands-on activities. Use kinesthetic learning.
6. Use a planned lesson "exit" question. (I stand in the doorway at break time and ask every student trying to exit, "How many stars on the flag?" or "Who was the first president?" Anything to encourage them to hold on to information.)
7. START the next lesson with the "exit" question from the last session.
8. Use listening-reporting as a preliminary to listening-dictation.
9. Don't kill your students with kindness. When a teacher answers for a student, it sends a strong message that he/she thinks the student is incompetent to answer for himself. Help the student with focus questions. Give the student a little extra time. Build competence and confidence.
10. Encourage groups. A peer is often a better model for a senior than you may be.
11. Let students use native language to problem solve, BUT THEY MUST REPORT IN ENGLISH.
12. Start your lesson only when you have eye contact with EVERYONE.
13. Consider "discovery," a key instructional strategy. Use real tasks and real materials. Help students to discover reality for themselves by handling materials. Stimulate them to look with fresh eyes at old information and to find relationships between old and new information by pointing out problems rather than telling students the solution. Encourage them to ask "why" questions again - many have given up on finding answers. Promote initiative by having a "reporting" time when they can share their discoveries with the class. Take class visits to a court, city council meeting, police station, etc. Invite visitors to come and make short presentations.
14. Have a performance-based curriculum. Establish time-frames for learning. Use observational checklists.
15. Besides ongoing classroom interaction, make a point of talking privately to each student about their progress as often as you can. Keep records of what you say.
16. Require thinking and deducting.
17. Spiraling! Spiraling! Spiraling! You may get tired of saying that the Constitution is the "highest law of the land" but you can never tell when what you're saying finally impacts and lasting learning takes place.

Literacy Materials

Available from Spring Institute by mail, fax, or email:

* ***ABC's for Tutors: 26 Teaching Tips*** by Shirley Brod (9 pages)
A teaching idea for each letter of the alphabet is designed for access by tutors, teacher trainers, and others working with ESL literacy.

* ***Competency-Based ESL Literacy for Non-Readers or Beginning Readers*** - (including a list of literacy items from MELT)
by Shirley Brod and Burna Dunn

* Lynne Weintraub - ***Bringing Citizenship to Life in the ESL/Literacy Classroom***

* Lynne Weintraub - *ESL Citizenship: Assembling and Using a Tool Chest of Visuals with Low-Level Learners*

See Barbara Sample's article and lesson plans in the SCANS Plan Portfolio (p. 8) for pre-employability help for low-level learners and those with limited literacy.

TEXTBOOK REVIEW
Thumbnail reviews of four competency-based literacy-level textbooks:

These four literacy texts are designed for limited English Speakers. All of the texts are competency-based, are organized by topics, integrate the four skills, and aim at communicative competence. We will address three points for each text: Focus, strengths, and weaknesses.

* ***Real Life English, Literacy***, Steck-Vaughn
Focus: Competency-based approach
Strengths: Simple to teach, utilizes consistent format (a picture provides common input, activities follow the same order in each chapter)
Weaknesses: Not for pre-literate students, lack of enrichment activities

* ***Take Charge,*** Edna Diolata, McGraw Hill
Focus: Student empowerment through student-centered learning (Frierian approach)
Strengths: Student involvement, practical content, varied activities
Weaknesses: Not for true beginners, small print, lack of carefully-structured literacy presentation and practice

* ***Longman ESL Literacy,*** Yvonne Wong Nishio, Longman
Focus: Communicative competence
Strengths: Open, easy-to-read format; addresses a variety of learning modes; carefully-sequenced presentation; good integration of skills
Weaknesses: Presumes some literacy in native language; does not begin with reading (undue emphasis on names of letters); listening tapescript not in student book

* ***Basic Oxford Picture Dictionary Literacy Program,*** Garnet Templin-Imel, Oxford University Press
Focus: Meaning and comprehension through whole-language
Strengths: For true beginners; photocopiable pages for flexibility; fosters independent learning; wide range of enrichment activities
Weaknesses: Complexity for teacher (it takes time to learn all the components)

New Low-Level Citizenship text:
* ***Citizenship, Passing the Test,*** Lynne Weintraub, New Readers Press. (For sample pages, contact ELT/TA, courtesy of the publisher.)

Literacy Programs

ADULT LITERACY RESOURCE CENTER, CHICAGO, ILLINOIS
The Adult Learning Resources Center provides adult English as a Second Language professional development services to adult and family educators. Resources and upcoming activities include:

1) Pilot testing of ESL Instructors Mentoring program
2) A Crossroads Cafe Lighthouse initiative
3) Parents as Educational Partners (PEP) Curriculum and Training
4) Illinois Family Education Institute which is comprised of five workshops: Program Administration, Program Evaluation, Interactive Parent-Child Activities, Parenting Education, and Family Support
5) Citizenship Training and Services
6) Topic specific workshops for adult ESL instructors and staff
7) A series, *Foundations of Effective Instruction,* which includes Background Knowledge, Needs Assessment and Lesson Planning, Classroom

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Management, ESL Content Areas, Assessment, and Professional Development

8) Workshops and technical assistance, technology support for software decisions and usage, and materials and bibliography support
9) ALRC ESL publications include:
   - *A Good Beginning: A Manual for Orientation of Adult Literacy/ABE/GED/ESL Instructors and Staff*, 1995
   - *Adult ESL Suggested Materials* (Annotated). 1995
   - *Beyond the Library Card: An ESL Curriculum for Effective Library Use*. 1993

For more information on these services or products contact Sue Barauski, Director, ALRC, 1855 Mt. Prospect Rd., Des Plaines, IL 60018 (847)803-3535, fax (847) 803-3231, web site www.Center.Affect.Org

COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM AND LITERACY (CASAS): Assessment for Literacy Programs

CASAS offers several assessment instruments that can be used with learners in literacy programs. The *Beginning Literacy Reading Assessment* assesses the reading ability of individuals with very limited literacy skills. There are two sections of this consumable test — a literacy enabling skills section and a life skills section that focuses on content relevant to everyday life. These tests can be used as an appraisal or for pre/post survey achievement testing.

The CASAS *Beginning ESL Level Completion Test* assesses attainment of beginning level reading, listening, and grammar skills. This test can be used to document learner outcomes and provide program accountability to funding sources and other stakeholders. Teachers can use test results to target instruction and to inform their decisions about individual student level promotion. Learners will benefit from knowing the skills they have already learned and those they may need to study and whether they are ready to be promoted to a higher level of instruction.

CASAS Level Descriptors for ESL provide descriptions of student proficiency at seven instructional levels and correlations of these levels with the SPLs.
The CASAS Instructional Materials Guide correlates published ESL instructional materials to each instructional level.

Visit the CASAS website at www.casas.org for more information on the full range of CASAS assessment, training and resources.

LAUBACH LITERACY, Syracuse, NY

Teaching Adults, An ESL Resource Book was developed by Laubach Literacy Action and published by New Readers Press. As a resource for teachers and tutors, it addresses second language acquisition and cross-cultural adaptation as well as describing the sound system, and includes 61 activities for teaching English to adults. A detailed training video is also available. Tom Mueller, a major contributor to this effort, can be reached for advice and questions at (315) 422-9121, ext.351.

FAMILY LITERACY: GETTING STARTED, Available from the Colorado Department of Education, Office of Adult Education. Details how to set up a family literacy program tailored to the needs of your community. Contact CDE Office of Adult Education at 201 E. Colfax Avenue Denver, CO 80203-1799

MINNESOTA LITERACY COUNCIL, St. Paul, MN;

Founded in 1972, Minnesota's award-winning literacy council has provided literacy training through two Twin Cities learning centers and to a network now including 69 statewide literacy projects. In 1981, the program was expanded to include ESL literacy. Their easy-to-use manual describes adult second language learners and their cultures; addresses goals and assessment; and provides information on listening and speaking, pronunciation, literacy, grammar, and vocabulary and spelling. It concludes with a section on lesson planning and a resources list. The loose-leaf manual is available for $19, or $21 with the binder. To order, contact them at the following location:

Laura Jaeger
Minnesota Literacy Council
475 North Cleveland Ave., Suite 303
St. Paul, MN 55104
Fax 651 645-2272
Phone 651 645-2277

NATIONAL CLEARINGHOUSE FOR ESL LITERACY EDUCATION

Editor's Note: If you have received help through ELT/TA, the chances are excellent that you have received some of NCLE's marvelous publications. If you're as impressed as I am by the quality of their work, now's the time to do your part in seeing that their funding continues. (See article on page 13.)

Here are a few of ELT's favorites, available free from us or directly from NCLE:

"ERIC Digests:"
Teaching Low-Level Adult ESL Learners;
Teaching Multilevel Adult ESL Classes;
Innovative Programs and Promising Practices in Adult ESL Literacy; The Language Experience Approach and Adult Learners

"PAIE Q&A:"
Integrating Employment Skills into Adult ESL Instruction; Planning, Implementing and Evaluating Workplace ESL Programs; Improving ESL Learners' Listening Skills: At the Workplace and Beyond.

NCLE (pronounced like the five-cent coin) is the only national resource center for practitioners working with adults and out-of-school youth who are learning English. Since 1989, NCLE has filled a vital role in the adult education field with its publications, information and referral services, email listserv, workshops, and technical assistance, and more recently, its website. A one-stop centralized information source such as NCLE makes work easier for adult ESL programs and practitioners struggling with the inherent challenges of providing effective English language and literacy education to adult learners. For almost ten years, NCLE has built its reputation by providing free and low-cost reliable resources to the field. NCLE is funded through December 1998 by the U.S. Department of Education.

*NCLE publishes free and low-cost practitioner resources —books, summaries of research and practice, and annotated bibliographies (e.g., since 1989, NCLE has published more than 60 ERIC Digests).

* NCLE maintains a website that more than 120 practitioners access each day for publications, FAQs, and links to related Web resources for adult ESL professional development.

* NCLE sends the NCLE notes newsletter to more than 6,500 ESL literacy educators, keeping them up to date on policy, funding, resources, and research.

* NCLE moderates an email discussion forum with over 600 subscribers in which educators, policymakers and researchers can exchange information and discuss topics of mutual interest.

* NCLE conducts workshops at conferences and provides technical assistance for adult literacy programs across the country.

Because NCLE's continued operation depends on secure funding beyond December 1998, it is important that potential funders know the extent of the clearinghouse's benefits to the field. We have surveyed our users in a recent newsletter and have some good data. Your state directors of adult education need to hear your opinion of the need for such a national adult ESL resource center, because they may have a role in determining NCLE's future. Please contact your state director by phone, mail or email. Let them know if you will miss NCLE's publications or services if NCLE disappears from the scene. Names and addresses of state directors can be found in the Directory of National and State Literacy Contacts on the website of the National Institute for Literacy at http://www.nifl.gov. Contact us by email at ncle@cal.org if you would prefer that we look up the name and contact information for you.

We appreciate your help keeping NCLE on the national radar screen. We truly believe it will be a loss for the field if NCLE has to close. If NCLE loses its funding, what will the effects be on the field?

- Practitioners will lose an easily accessible source of information about research and practice and a way to share with colleagues.
- Administrators will lose a valuable national staff development resource as well as a link to information and assistance for grant writing and program design.
- Researchers will lose a way to get their research results to the field quickly and clearly.
- Funders and policymakers will lose an important connection to practitioners and programs, as well as a reliable source of expertise.
- The field overall will lose a reliable source of information, a well-known hub through which information can be shared and links made between researchers, practitioners, policymakers, and funders.

TACOMA COMMUNITY HOUSE, Tacoma, WA

When I was asked to do a write-up on Tacoma Community House, I went to our library to find that tutor handbook with the blue cover. It was nowhere to found and I wasn't surprised because it is so packed with genuinely useful information that it is often in circulation. I didn't know much about the origins of Tacoma Community House, but everyone I spoke with, starting with the receptionist, was very helpful. My

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BEST COPY AVAILABLE

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research has revealed that this organization was started in 1907 and was funded by the Home Mission agency of the Methodist Episcopal Church. Their brochure in part reads "From wherever people come, we help each to fully develop and to take part in our local and global community."

They offer a variety of publications including TCH Curriculum, a competency-based curriculum sold with test packet and test visuals, available for around $60; *Tales From the Homeland: Developing the Language Experience Approach,* for $10 plus shipping and handling; *Tutoring ESL: A Handbook for Tutors,* $10 plus; *Oh, Now I Understand! Intercultural Communication in the Workplace*; $10 plus; and *Talk Time Handbook* (1-800-228-8813) which is free. For questions, orders, or additional information, please contact:

Tacoma Community House
PO Box 5107
Tacoma, Washington 98415
(253) 383-3951
(253) 597-6687 (fax)
(206) 682-9112 (Seattle Line)
TCHtrainingproject@msn.com (Email)

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1997-1998

Sponsored by the
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COMPASS POINTS

New Directions for English Language Training

Vol. 4, Autumn 1998

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Heading Into Year Three

It's official. The ELT/TA Project has received a grant for FY 98. We look forward to another year of being able to provide help to refugee service providers through information, training in conferences and workshops, and by making available publications in the following arenas:

- Employment-Related ESL, Pre-Employability Training
- Mental Health and Cultural Adjustment in the ESL Classroom
- Literacy and Techniques for Working with Low-Level Learners
- ESL Methods and Techniques, Curricula and Material
- Performance-Based ESL
- Assessment of Student Performance and Program Success
- Citizenship and the Senior Learner
- Technology in the classroom

When the ELT partners met in September to talk about the coming year, one of the topics discussed was how to encourage qualitative assessment; another topic was how to use the updated MELT along with the Performance Self-Review Document so that programs have the firmest possible foundation to achieve their goals. You can help us as you use these various documents if you tell us how they have been helpful or what else is needed. We look forward to seeing many of you at the Office of Refugee Resettlement Conference in Washington, D.C. in November.

Thanks also to those of you who have sent comments along with your requests for materials. It's always great to hear from you. Please note that some of the contact information has changed. All email should be addressed to <springinst@earthlink.net> and it helps if ELT/TA is in the subject line. Shirley Brod retired at the end of September, although we will still call on her for consultation and writing assistance. Requests will be handled from the Denver office by Burna, Myrna Ann, Barb and Chris. We look forward to continuing to work with Shirley, and we thank her for so ably taking the project to this point.

This issue of *Compass Points* focuses on technology in the classroom and an expanded technology portfolio can be ordered from the Spring Institute (see *Free Publications*, page 10).

Distributed by the English Language Training Technical Assistance Project through a grant from the U.S. Department of Health and Human Services, the Federal Office of Refugee Resettlement (ORR), to the Colorado Refugee Services Program (CRSP), and the Spring Institute for International Studies

Where We've Been

Virginia

July 29-31, Virginia Adult Institute for Lifelong Learning, Arlington, VA

ESL for Our Global Community was the theme of the Virginia Adult Institute for Lifelong Learning sponsored by the Virginia Department of Education, Office of Adult Education which was held at Marymount University in Arlington, Virginia. Brigitte Marshall presented a session entitled English Language Training for Employment Participation (a.k.a. SCANS Integration) which involved participants in a three-stage approach to integrating the SCANS competencies into English language instruction. Interactive activities were used to model practical strategies that can be implemented at any level of ESL instruction. Allene Grognet presented a session on Assessment and Performance Measurement which reviewed the updated MELT document and showed how to merge it with non-formal assessments. Myrna Ann Adkins presented on the topic of Cross-Cultural Communication for Students and Teachers. Her presentation used a broad definition of diversity in facilitating enhanced awareness of the role diversity plays in learning and developing skills to help energize the classroom environment. Burna L. Dunn presented on pre-employability skills for low-level learners. Participants had a hands-on experience with practical techniques and materials which can be used to develop basic skills and enhance students' self esteem at the true-beginner level. Carolyn Harding, whose leadership insured a smoothly run conference which was well-received by all the participants, reported back that the participant evaluations had been very complimentary.

- Burna Dunn

New York

September 25, St. Rita's Consultation, Brooklyn, New York

After the cab driver, who needed training on appropriate communication skills, found St. Rita's Refugee Center in the Bronx, New York, a small but mighty group of ESL teachers gathered to share challenges related to helping refugees learn English and strategies for meeting their needs. How can teachers effectively discover what refugees need to learn and develop lessons to help students acquire the competencies they identify? What is the relationship between the refugee experience, mental health and cultural adjustment and the teacher's role in the classroom? These questions formed the basis for stimulating discussions as Myrna Ann and the teachers considered the challenges refugees face, strategies ESL teachers can use to help meet the needs, particularly those related to mental health and cultural adjustment, and the resources available through the ELT project to assist ESL providers in meeting this daunting opportunity.

- Myrna Ann Adkins

San Francisco

September 24 - 26, National Refugee Women's Leadership Conference, San Francisco, CA

The 1998 National Refugee Women's Leadership Conference, held at the Westin San Francisco Airport Hotel, drew 200 participants from across the country and from widely diverse ethnic backgrounds. ESL for Empowerment, presented by Burna Dunn and Barbara Sample, started with a lively brainstorm of questions and community needs that could have been the basis for the entire conference. Over 40 program administrators, case managers, counselors, librarians and community members attended the session; teachers were in the minority, but the ELT handouts disappeared anyway!

- Barbara Sample

Texas

September 18 and 19, Integrating SCANS and other employment related techniques into the ESL classroom, Bilingual Education Institute, Houston, TX and the Dallas and Ft. Worth offices of Catholic Charities

Brigitte Marshall, Barbara Sample, and Burna Dunn were reminded of the energy and enthusiasm of Texas refugee ESL service providers. Two groups of dedicated teachers - staff of the Bilingual Education Institute in Houston and Catholic Charities in Dallas and Forth Worth - attended training sessions designed to answer questions about employment training, integration of SCANS into ESL curricula, and how to deal with low-level learners in the employment focused classroom. Teachers were especially delighted with the materials available to them through the ELT/TA grant, in particular the SCANS resource packet and the SCANS lesson plans.

- Burna Dunn

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Where We're Going

EAST
Nov. 9 - 11, ORR Conference, Washington, D.C.

NORTH
March 18-19, 1999, Regional Conference, Fargo, North Dakota

Stay tuned for further information on a national Training of Trainers conference in spring of 1999.

Where You're Going

For further dates, check out *Hands On English's* website at <www.4w.com/hoe/>. If you have any dates that you would like us to print, please email or fax them to us (see *Coordinates* on page 12).

Language Software Companies

Athelstan
publisher / distributer of teacher resources, authoring software, and instructional materials
Phone: 800-598-3880
Email: athel@nol.net
Web: http://www.not.net./~athel/athel.html

DynEd International
multimedia software for Windows, Mac, OS/2, etcetera
Phone: 800-765-4375
Web: http://www.dyned.com

Encomium Publications
TOEFL prep for DOS or MAC; downloadable demos
Phone: 800-243-4831
Email: encomium@iac.net
Web: http://www.iac.net/~encomium

Exceller Software
linguistic reference and instructional software for IBM (Windows) and Macintosh (English, Spanish, French, German, Italian, Russian)
Phone: 607-257-5634 (Ithaca, NY)
Email: exceller@aol.com
Web: http://www.exceller.com

Fairfield Language Technologies
Listening / speaking / structure for Mac or Windows; downloadable demos
Phone: 800-788-0822
Email: trs-info@trstone.com
Web: http://www.trstone.com

Gessler Educational Software
French, Spanish, German, ESL
Phone: 800-456-5825
Email: gesslerco@aol.com

SpeakWare (formerly Vesela)
ESL software for the Macintosh, with occasional tips and free things
Phone: 510-222-2455 (Richmond, CA)

Wida Software
A UK publisher; PC demos are available at the site
Phone: 0181-567-6941 (London, England)
Email: widasoft@lang.wida.co.uk
Web: http://www.wida.co.uk/wida/

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The Benefits & Challenges Of Technology

The REEP Program Perspective

By Inaam Mansoor

At the REEP Program, we have found that using technology has had many benefits and has also posed many challenges for our program and our learners. These benefits and challenges have been different at each stage of our development in the use of technology. When we first began planning our technology initiative, one of the greatest challenges to our effort was the lack of information available at the time to inform our fact finding and guide our decision making. We needed to know about the benefits and challenges technology posed for adult ESL programs and learners. Staff began to search out information and colleagues that could help us make informed decisions, but found that we had to rely on information from the fields of K-12 education and foreign language instruction to help us determine the relevance of benefits to our own programs.

While our initial search for information was long and hard, the commitment to use technology was strong and we set out to determine which technologies made the most sense for us and what funding sources could be called upon. We then developed a plan for not only using technology, but also growing with it and extending it to all of our program operations. This was no easy task due to the lack of centralized information, the incompatibility of computer formats, a fear of failure, and anxiety over reallocating precious program funds. Yet, despite these obstacles, staff developed connections with other pioneers in the field, including software and hardware producers and depended on their own creativity and initiative to create our multimedia learning center.

Although one of our greatest challenges was the lack of information to make informed decisions, one of the greatest benefits we've derived as a program was in our own learning. The program has learned that our constituency will have to face the same challenges and frustration that we face in our daily lives as we encounter new technology in our homes, government, public agencies, and workplaces. We have found that we, as professionals, also need to develop a new 'technology literacy' if we are to assist our learners in the new information age. This recognition has had a profound effect on how we plan our programs, develop our staff, assess our learners, and allocate our resources.

For ESL learners, technology not only motivates learning, it builds self-esteem, can provide immediate feedback, can provide learning beyond drill and practice, and it can address various learning styles as well as help build learner strategies. Specifically, our teachers report that technology can be used to promote languages skills because learners are given opportunities to gather and organize data, use the information to solve problems, and make oral or written presentations. Technology use also makes writing, revising, and editing easier, and it provides the learners with the opportunity to become familiar with technology that they will encounter in their daily lives.

Even though this is a long litany of benefits, we would also caution that where technology may be a benefit for one kind of learner, it is a challenge for another. For example, while one benefit of technology for adult learners is privacy through one-on-one, self-paced computer assisted instruction, is that really what all language learners need? Perhaps it's appropriate for certain skill areas such as grammar or vocabulary development, but what about the use of technology to promote social interaction through pair work or group projects?

Statements about the benefits of technology can be misleading. Research is needed to inform us on which technologies and approaches are effective for various kinds of learners and under what kinds of situations. We need comprehensive and meaningful data on effectiveness to move us further forward.

For further information on using technology in the classroom, look into the following:

"Technology and Adult Learning: Current Perspectives," *ERIC Digest*, No. 197

"Adult Literacy and New Technologies: Tools for a Lifetime," published by the US Congress, Office of Assessment, Washington, D.C., US Government Printing Office, July, 1993.

Healy, Deborah, and Johnson, Norman, Editors (1997) *TESOL CALL Interest Section Software List 1997*. Alexandria, VA: Teachers of English to Speakers of Other Languages, Inc. 276 pp.

Sperling, Dave (1997) *The Internet Guide*. Upper Saddle River, NJ: Prentice Hall Regents. 150 pp.

Stone, Antonia (1991) *Keystrokes to Literacy*. Lincolnwood, IL: National Textbook Company. 195 pp.

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Introduction to Technology in the Classroom: The Internet

By Inaam Mansoor, Arlington Education and Employment Program

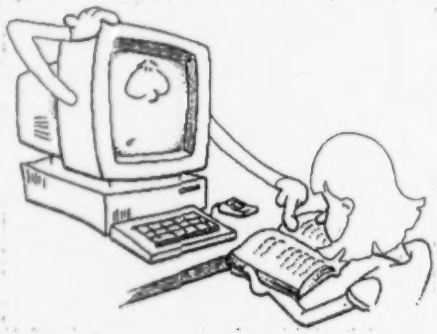
Twenty-five years ago there were no computers. Today, almost 30% of U.S. households own a PC, and more than 60% of U.S. students use computers in schools. There is little doubt that computers will soon be as prevalent in homes as TVs and VCRs. They may even be transforming them or be transformed by them. Our TVs may become computers enabling us to interact with information and people around the world. Or our computers may become TVs, receiving TV and video signals from around the world.

Technology, as we use the term in this article, refers to the information super highway or the Internet or the Net, as it is being called. You need to understand what it is and what it can do for you and your students or clients. We will also share web sites that might be of use to you and invite you to explore the Net.

What is the information superhighway that everyone seems to be getting connected to? Imagine a magnificent global network with millions of computers and, of course, people connected - each day exchanging an immeasurable amount of information, electronic email, news, pictures, resources and, most importantly, ideas.

How can it help you and your students? Imagine an infinite number of resources available to help your students improve their listening, speaking, reading and writing abilities, or improve their grammar, vocabulary, understanding of idioms and slang, conversation skills, or TOEFL score.

* Or can you imagine your students sharing their work with the entire world: essays, poems, recipes, biographies or even art work?
* Or can you imagine your students communicating by text, voice or video with EFL classes from around the world?
* Or imagine that with a few keystrokes you or they can have access to information and be heard anywhere around the world!!!



It is an amazing information super highway, isn't it? Well, I also want you to imagine what would happen if you or your students were denied access to it. How will they be able to compete for jobs in the future? What experience will they have with computers?

Advantages for Students Learning to use the Internet and Computers:

- Level the playing field
- Share their work
- Access to information
- Conduct business
- Find their voice
- Plan and use resources

Advantages for the Teacher or Professional using the Internet

- Resources
- Brainstorming
- Read the latest journals
- Access software
- Find a job
- Meeting
- Locating and gathering information for the class and with the class
- Integrate technology into your curriculum in authentic, real life ways.

Internet Uses:

I. Find Information
- A. Search Engines: These search web sites and organize them into categories.
- B. Directories: These are like search engines but are created by humans who actually also give reviews of the sites.
- C. Libraries: These are on-line libraries which organize full text newspapers, magazines and journals.
- D. White pages: These help you locate people around the U.S.

II. Find Software on the Web
- A. Celia (archive of ESL software): http://www.latrobe.edu.au/www/education/celia/celia.html
- B. Virtual CALL Library (best collection of CALL in the world) http://www.sussex.ac.uk/lange/CALL.html

III. Communicate on the Net
- A. Email
- B. Mailing lists (topic-oriented discussions)
- C. USENET news (read and post messages on any topic)
- D. Bulletin Boards (directly to web sites)
- E. Chat rooms (live discussions)
- F. MOOS (live virtual environment)

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What's good on the Internet for Adult ESL Learners?

by Lynda Terrill

The Internet is becoming increasingly available to adult ESL learners. Some of the same libraries that provide tutoring services for adult learners also provide free access to the Internet. Adult ESL programs which are affiliated with public school systems and community colleges are connecting with the Internet, and some programs are taking advantage of low-cost Internet deals from local commercial providers. Because the Internet provides a way to access information, express opinions, shop, and bank, it is important for adult immigrants and refugees.

The majority of teachers who use the REEP labs think that the Internet is decidedly more accessible and useful for learners at the intermediate and advanced levels, but that there is also some use for beginning levels. It is important to note that REEP learners don't generally 'surf the net'. Usually, teachers, instructional assistants, volunteers, and learners themselves find useful sites that are 'bookmarked' for classes to use.

There is a bewildering amount of material on the Internet, so how can one find out what's good on the Internet for adult ESL learners? *Dave Sperling's Internet Guide* (Sperling, Prentice Hall Regents, Second Edition, 1998) offers basic information, terminology and website addresses to hundreds of ESL-related sites. *Literacy Leader Fellowship Program Reports: Teaching and Learning with Internet-based Resources* (Cowles, National Institute for Literacy, 1997) gives rationale, lesson plans, addresses and a framework for evaluating Internet sites. Just typing *NIFL, TESOL Online, Litlink*, or *Dave's ESL Cafe* at the 'search line' will produce a wealth of sites to explore.

Still, probably the only way for a teacher, tutor, or volunteer to begin to feel comfortable enough with the Internet to use it with learners is to spend time exploring on your own. The Internet Guide and Web Tutorial (*http://www.msn.com/tutorial/default.html*) is a good place to begin. 'Virtual' museums and field trips, government sites - local and national- and culture, holiday, and map sites are likely spots. Please remember that a crucial reason to orient learners and to preview sites is that there is also a bewildering amount of material that could be offensive or confusing to individuals.

Readers: Rate the Sites!

Tell us what you think about various ELT or ESL websites and email, fax or mail Spring your comments. See *Coordinates* on page 12 for contact information.

WEB SITES TO VISIT

1. ELT WEB PAGE

   http://
   springinstitute.com/

2. REEP

   http://mason.gmu.edu/~tnguye2/reep.htm
   http://www.co.arlington.va.us./arlcty/
   deptlist.htm

3. REFUGEE-RELATED SITES

   REFUGEE STUDIES CENTER
   http://www.isp.acad.umn.edu/RSC/rsc.html
   UNHCR
   http://www.unhcr.ch/
   REFUGEE WEB
   http://www.jvs-boston.org/

4. ESL SITES

   DAVE'S ESL CAFÉ
   http://www.pacificnet.net/~sperling/
   eslcafe.html
   CENTER FOR APPLIED LINGUISTICS
   http://www.cal.org/
   TESOL
   http://www.tesol.edu/index.html
   http://darkwing.uoregon.edu/~call/
   INTERNATIONAL NEWSPAPERS
   http://www.webwombat.com.au/intercom/
   newsprs/index.htm
   CELIA - SHAREWARE SITE
   http://lrs.ed.uiuc.edu/students/jbuell/CELIA/
   celdesc.htm

5. MENTAL HEALTH-RELATED SITES

   CONSULTATION AND TECH. ASSISTANCE FOR REFUGEE MENTAL HEALTH
   http://www.mentalhealth.org/resource/
   refugmh.htm
   COLLABORATIVE REFUGEE AND IMMIGRANT INFORMATION
   http://www.du.edu/gsis/refugee_info//
   REFUGEE MENTAL HEALTH UPDATE
   http://www.nmha.org/

6. EMPLOYMENT-RELATED SITES

   REFUGEE WEB
   http://www.nmha.org/
   RESUMANIA
   http://www.umn.edu/ohr/ecep/resume/faq1.htm

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Organizing and Using Software

Susan Huss-Lederman, Sharon McKay
Arlington Education and Employment Program

At least initially, teachers may find learning about software programs challenging. You may have many software programs for many different instructional levels. Various programs emphasize different skills areas in widely varying formats. At REEP, some of our programs are up-to-the-minute and some are dinosaurs. While there is no substitute for sitting down at the computer and learning a program, we offer you a general paradigm to understand types of software (see the chart below). Susan, the former technology coordinator and now assistant professor of Applied Linguistics and TESL at the University of Wisconsin, Whitewater, provides tips on using word processing software and a game format for skills building, and Sharon shares a sample lesson plan. (See pages 22 and 23.)

Word Processing Software for ESL

Word processing software is easily accessible, inexpensive and indispensable when it comes to using competencies with ESL students. You can use it to teach writing and writing conventions, you can clearly illustrate word order and grammar points, and you can help students build and strengthen their writing abilities through editing features. Word processing software also helps students build their voice by enabling them to express themselves in stories, essays and letters. Their work also builds adult dignity and self esteem as they see their work printed in clear, crisp print.

Lesson Planning/Integration Information. Word processing software can be used as a place to begin a writing task or as a place to do subsequent drafts. This really depends on you and your students. Some people like to begin their writing right at the computer, but others first like to put the pen to paper. Pre-writing activities can be done in the classroom. Give students a brief introduction to the software. Show them key features on the keyboard, how to space, backspace, make capital letters, etc. They can practice by typing their name and address, or a short paragraph before doing their own writing. During the writing stage, students prefer to work alone, but if you plan to do editing at the computer, this is a good time to have students work together.

Drill and Practice in a Game Setting—*Spell It 3*

This program is an example of software that can help students build basic skills in a fun and nonthreatening way. *Spell It 3* contains 3,600 words, from literacy through advanced, often clustered according to delineated spelling rules. The program is user-friendly; the interface is lighthearted. The graphics are cute. A learner may attempt an activity many times and still achieve a perfect score. The authoring feature is easy; see the manual or go from menu bar to editor. With installed soundcards, pronunciation help will be available to students, plus a Spelling Bee feature. Certificates, lists and puzzles can be made and printed easily. Learners/teachers can keep records in the program. For "00" REEP levels, the authored lessons are appropriate. They have shorter lists (usually 10 words instead of 15–20), are more contextual, simple, and competency-based.

Lesson Planning/Integration Information. This is easy for learners and teachers, especially if the teacher has time to author a list and sentences for his/her own class. Students need not finish all activities. 20 or 30 minutes is probably enough time for a student to feel satisfied with self/lesson.

Approach	Characteristic
Instructional e.g., tutorial, drill and practice, holistic practice, many "games"	• Students are responders, not initiators, despite high levels of activity • Detailed set of high and low level learning objectives • Predetermined learning paths • The computer instructs the student; students learn from the computer
Collaborative e.g., modeling, discovery, simulation, adventure reading, annotation, some "games"	• Students are initiators, take more responsibility for their learning • May only be possible to specify learning objectives in high level terms • No predetermined learning paths • Elements of discovery learning; students learn with the computer
Facilitative e.g., word and idea processing, spell check, on line thesaurus, text analysis	• Students are initiators, entirely responsible for their own learning • Learning objectives are paths not specified or embodied in computer programs • Students use computer as a tool

From Wyatt (1993) "Use of Technology in Adult ESL Programs"

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Integrating Technology into Curriculum and Practice

REEP teachers work in many ways to integrate technology into both curriculum and practice. Below, Sharon McKay offers a lesson for beginners that combines the topic of consumerism with using and learning about computers.

LESSON PLAN FOR 150 (Adaptable at higher levels)

Topic: Consumerism
Objective: compare products (hardware and software); Express likes and dislikes.
Basic Skills: Numbers, Spelling
Life Skill: Comparative shopping; Asking for / giving directions
Language Skill(s): Speaking / Listening / Reading / Writing
Learners must be familiar with the following before using this plan: Basic hardware terminology and functions; previously practiced conversations comparing other products (clothing, food). This lesson should be done towards the end of the cycle since it presupposes higher language skills.

Stage of Lesson	Procedure	Resources	Notes
Warm Up	Whole Class: review terminology of computer hardware and software. Given labels, students label computer components. Students complete a worksheet reviewing the location of components.	Computer component labels Teacher-made worksheet (fill-in-the-blank, definitions)	ID dialogues can be done directly in the lab: What's this? It's a _____ Does this computer have a _____?
Introduction	Small groups and/or Whole class: Discussion of computer ownership - do they want one? Why or why not? Secretary makes a list of reasons for/against purchase.	Student-generated list of reasons for having computers	Small groups report back to whole and make a more general list.
Presentation	Teacher/volunteer/student experts demonstrate: 1. **Hardware:** screen, CPU, keyboard, mouse, modem, printer, CD ROM, Laser Disk. Teacher/volunteer/student experts demonstrate the use of: 2. **Software:** a) Drill and Practice b) Applications c) Games d) Tutorials e) Databases f) Interactive Video Disk	List of hardware terms with pictures *Software:* ***Spell It*** ***Typing Tutor*** ***Expressways CD ROM*** ***Maps and Facts*** ***IVD programs*** ***FITSB from Prodigy*** ***Work Perfect (any)*** ***Print Shop***	At lower level, terminology can be adjusted, e.g. **"Study and Practice"** **"Teaching"** programs
Teacher Guided Practice 1	1. Students identify structures and language required to compare products and values.	*Software: Grammar Mastery B5* *Texts: Side By Side 2 pp. 36-41*	Comparatives and superlatives are prerequisite structures for higher levels. Lower-level

Stage of Lesson	Procedure	Resources	Notes
	2. Instructor uses two computers in the lab to demonstrate basic differences in hardware (i.e. modem vs. no modem). 3. Pairs: Using teacher's model, students develop dialogue to ask/answer questions about two different computers.	***Grammarworks 2 pp. 73,75*** ***Expressways 1 pp. 134-135 (preferences in food)*** ***Expressways 2 pp. 63, 68 (purchasing TV and car)*** Student-generated dialogue	Students can work with comparatives only.
Teacher Guided Practice 2	1. Small research teams are created to examine hardware, practice using it, and evaluate parts on two different computers (three computers for higher levels). 2. Teams are assigned specific computers in the labs and use a checklist to compare hardware. 3. Teams write comparative sentences.	Teacher or student-made grid with questions for comparison	Groups may be formed randomly or based on the interests established in the Introduction activity.
Teacher Guided Practice 3	1. Teams examine three different kinds of software and compare them. 2. Teams use checklists for evaluation. 3. Teams write sentences or paragraphs to compare software.	1. Checklist grid for software evaluation 2. Price List on software ***Softwares:*** ***Spell It*** ***Typing Tutor*** ***Expressways CD ROM*** ***Maps and Facts*** ***IVD programs*** ***FITSB from Prodigy*** ***Work Perfect (any)*** ***Print Shop***	The groups can create a software checklist grid similar to the hardware checklist developed in the previous guided practice.
Independent Practice Evaluation	Teams present to other teams on one software program in a question/answer format similar to what would occur in a store. Pairs conduct comparative dialogues which indicate their preferences (like, dislike, would like).	***Softwares:*** same as above *Expressways 1 pp. 140-141 ("We can't afford it")* *Expressways 2 pp. 89 ("I'd prefer...")*	Sample Language: Does it have a modem? Is it faster than that one? Do you have a smaller model? I like this one better. I'd prefer a laptop computer. I'd rather see a cheaper one.
Application	Pairs go to a local computer outlet and to a local software store to do comparative shopping based on their checklists. Students ask questions about items. Students negotiate with each other concerning what they would purchase.	Local computer stores Student or teacher-made grids	Lower level students can focus on one or two components. At higher levels, students can poll different stores and compare pricing and availability.

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ELT Publications List

These are all FREE PUBLICATIONS. Please contact the Spring Institute for requests (see *Coordinates* on page 12).

Publications

- ❑ *ELT Program Self-Review*, Autumn Keltner (31 pages)
- ❑ *Performance-Based Curricula and Outcomes, The Mainstream English Language Training Project (MELT) - Updated for the 1990s and Beyond*, Allene G. Grognet (29 pages)
- ❑ *Selected Resources for Adult ESL*, Miriam Burt (8 pages)
- ❑ *Project STAR: Recredentialing and Job-Upgrading for Refugee Professionals*, Margaret Silver and Barbara Adelman (3 pages)
- ❑ *Elderly Refugees and Language Learning*, Allene Guss Grognet (4 pages)
- ❑ *Interagency Coordination and Collaboration: Steps for Success* (checklist), Diane Pecoraro (1 page)
- ❑ *ESL Fact Sheet*, Miriam Burt (2 pages)
- ❑ *Prepare for Citizenship* - Computer software (IBM/PC) from REEP (Arlington Education and Employment Program)
- ❑ *What Work Requires of Schools, A SCANS Report for America 2000*, U.S. Department of Labor (31 pages plus appendices)
- ❑ *Preparing Limited English Students for the Workplace and the SCANS Skills*, Allene Grognet (10 pages)
- ❑ *Cultural Adjustment and Mental Health: The Role of the ESL Teacher*, Myrna Ann Adkins, Dina Birman and Barbara Sample with contributions from Shirley Brod and Margaret Silver (46 pages)
- ❑ *Technology and the ESL Classroom: Equipping Students to Function in the Modern World*, compiled by Spring Institute, principal contributors Arlington Education and Employment Program (26 pages)
- ❑ "ABC's for Tutors: 26 Teaching Tips," Shirley Brod (9 pages)
- ❑ "SCANS Plans: Integrating Language, Employment, and Culture in the ESL Classroom," Shirley Brod, reprinted from *Compass Points 2* (3 pages.)
- ❑ "SCANS: The Missing Link," Donna Price-Machado (5 pages)
- ❑ "How Can ESL Teachers Respond to Welfare Reform?" Brigitte Marshall (7 pages)
- ❑ "WorkStyles: Pre-employment for the Low-Level English Speaker," Barbara Sample (3 pages)

Scans Plans

Shirley Brod

- ❑ "Cooperating and Team Building," intermediate level
- ❑ "Activities with Safety Picture Cards," multilevel (by mail only)

Erik Erikson

- ❑ "Is That All There Is? Allocating Time, Materials and Staff," multilevel.

Barbara Sample

- ❑ "Active Listening - Information Gap," multilevel (by mail only)
- ❑ "Active Listening - Listen, Repeat, Do," multi-level
- ❑ "Applications," low level to multi-level (by mail only)
- ❑ "Completing Interviews," low level to multi-level
- ❑ "Identifying Skills and Personal Qualities," low level to multi-level (by mail only)

What's New On The Web

The ELT Web Page Has Been Updated

The ELT Website (*www.springinstitute.com*) has been up and running since December 1997 and was redesigned to make it more user friendly in April 1998. Now Spring Institute is again redesigning the website. Soon the original ELT website will become a section incorporated into the official Spring Institute for International Studies web page. The new page will give descriptions of Spring Institute's programs, contact information, schedules of events and anything else having to do with the Institute. The ELT section will be just one step away.

Currently there are four areas for visitors to explore:

- Program Profile (Information about the ELT Technical Assistance Project)
- Lively Links (Links to helpful ESL sites)
- Free Resources (Downloadable resources)
- Contact Us (How to connect with the ELT Project, ask questions or request information)

New articles are added to the Resources Section regularly for easy downloading. To ensure that as many visitors as possible can obtain the free materials, there is an option to get free software (Acrobat Reader) to help download the PDF (Portable Document Format) files. If you are having problems accessing the site, please don't hesitate to call Chris Tombari for assistance at (303) 863-0188.

SPRING INSTITUTE
for International Studies

Searching for Refugee Youth Stars

Be a part of the first **Refugee Youth Forum**, hosted by the National Crime Prevention Conference in June 1999.

For more information, call Outreach to New Americans at the National Crime Prevention Council at (202) 261-4167 or email at <jama@ncpc.org> or mail (ONA, NCPC, 1700 K Street, NW, 2nd Floor, Washington, DC 20006-3817).

NEW MATERIAL

CITIZENSHIP EDUCATION

(Reprinted by permission from "Resources for Serving Elderly Refugees - September 1998")

The Asian Counseling and Referral Service in Seattle has a video called, "You Can BE a Citizen!" which gives the 100 history and civics questions. It is available in eight Asian languages, including Vietnamese, Cambodian, and Lao. The video costs $25 and can be ordered by calling (206) 695-7578.

Coors Brewing Company has produced a free video on the 100 history and civics questions. There is a brief introduction in Spanish, and then the 100 questions and answers are given in English. To order the video, call (800) 642-6166.

The Hebrew Immigrant Aid Society (HIAS) has a video on the naturalization interview entitled "INS Naturalization Interview." It has an introduction in Russian, but the rest of the video is in English, with two sample INS interviews. The video is available for a fee of $7.50. To order it, send a check and the title of the video to HIAS, 333 7th Avenue, New York NY 1001, Attn: Citizenship Project.

The Immigrant Legal Resource Center (ILRC) has two videos on citizenship, one called "Mock Citizenship Interviews" (in English), and the other called "Becoming a U.S. Citizen: Reasons and Requirements" (available in English or Spanish). The cost for nonprofit organizations is $17.50 for one video or $14.50 each for two or more. To place an order, call (415) 255-9499.

Maryland's project for elderly refugees has created an elder-specific naturalization curriculum which incorporates the Voices of Freedom and Side By Side ESL texts. To order a copy, contact Meintje Westerbeek, Baltimore City Community College, at (410) 986-5432.

For further information about technical assistance to recipients of ORR discretionary grants for services to elderly refugees, please contact Laura Burdick at (202) 635-5820. Or if you know of citizenship resources that would be helpful to others, let us know so we can get the word out.

Look for *Focus on Mental Health* in the Winter edition of *Compass Points*...

ELT Coordinates

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1610 Emerson St.
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Web Page: http://www.springinstitute.com

The ELT Partners

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Shirley Brod	Project Consultant
Miriam Burt	Center for Applied Linguistics
Burna Dunn	Spring Institute
Allene Grognet	Center for Applied Linguistics
Autumn Keltner	Comprehensive Adult Student Assessment System
Inaam Mansoor	Arlington Education and Employment Program
Brigitte Marshall	California Dept. of Social Services
Diane Pecoraro	Minnesota Dept of Children, Families and Learning
Barbara Sample	Spring Institute
Margaret Silver	International Institute of St. Louis
Chris Tombari	Spring Institute

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1997-1998

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